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ABSTRACT

This handbook contains an organized curriculum of lessons for anyone teaching cultural orientation to refugees or other adults. Although designed for Southeast Asian refugees, it can be used with other groups of adults or young people or as a supplement to an English as a second language class. An introduction provides information about the training program for refugees that led to development of the handbook and explains how to use the handbook. The curriculum is composed of 8 units consisting of 30 lessons. Each lesson contains a lesson introduction (brief summary, illustration of a cultural point presented in lesson, list of objectives), lesson rationale, skills (key cultural adjustment skills students will learn and develop), materials list, a language section (language structures, vocabulary, and literacy suggestions), activities (including a pretest and assessment), and notes and variations. Unit topics are orientation, numbers and money, communication, time management, home, health, society, and refugees and immigrants. Other contents include a simulation (of a clinic and a pharmacy) and sections on cultural orientation, classroom aides, and lesson planning. Appendixes include references to Southeast Asian regional curriculum, references to books and materials, handouts and worksheets, and teacher resources. Activity and topic indexes are provided. (YLB)

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SETTLING IN

a competency-based curriculum
for U.S. cultural orientation

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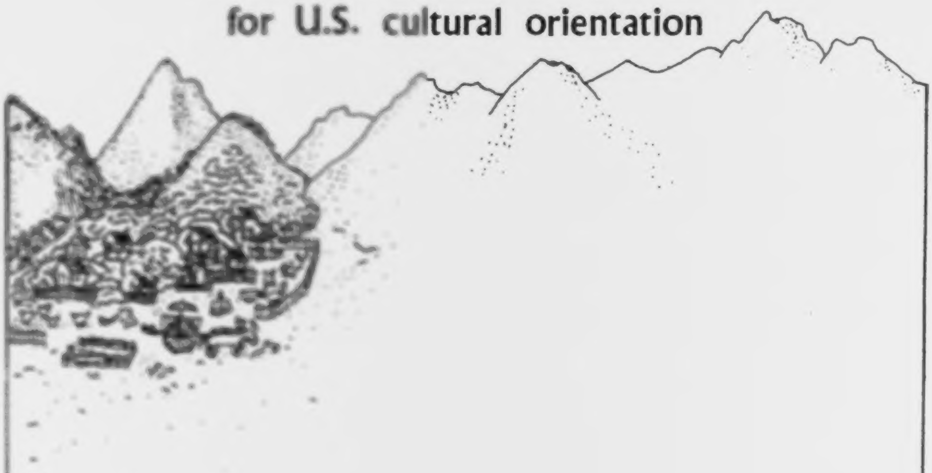

a teacher's handbook

written and compiled by
Toni Shapiro
edited and illustrated by
Fred Ligon

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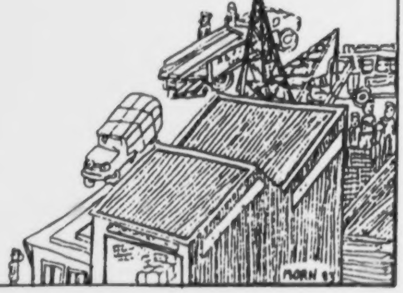

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Acknowledgements

After the handbooks for teachers of English as a Second Language (Opening Lines) and Pre-Employment Training (Shifting Gears, Books 1 and 2) were underway or complete, a teacher's handbook for teaching cultural orientation was proposed, and in the spring of 1984, the Writing Project got underway with Toni Shapiro as writer and Fred Ligon as editor. Toni compiled, organized and wrote the lessons, background information and the appendix materials. Fred added the Introduction and illustrated each lesson. Toni and Fred wrote the simulation which is based on a "Medical Services" simulation by Kathryn Munnell.

Alan Vernon contributed the section on Classroom Aides. Kathryn Munnell wrote the Lesson Planning chapter. Court Robinson wrote the Cultural Orientation essay.

Pamorn Imkaew did the cover illustration and illustrated the appendix materials. Pamorn and Jarun Wijanwong did the lettering and helped with the preparation of the manuscript. Rudee Hunsuwan hand-lettered some appendix materials. Orasa Klanarong provided the Khmer translation for the medical history form. Anne-Marie Tresham helped with some of the typing. Therdsak Puggarana assisted with proof-reading.

Orawan Chokasut typed the manuscript.

This handbook is the culmination of more than four years of curriculum development in Panat Nikom and Galang. Many people were involved and it is impossible to credit each of the teachers, teacher supervisors, administrators and consultants who contributed to the curriculum over the years.

There are several people who were directly involved who deserve special mention and thanks.

Carol Bracy, Christopher Reznich, Yuttasak Samawee, Rick Spear, Mark Sweikhart and Alan Vernon offered invaluable support and assistance throughout the writing of this handbook. Their time, interest and professionalism are greatly appreciated. They each critiqued lessons and made suggestions for improvement. Carol, besides sharing many ideas for activities, collected and contributed information from U.S. community and resettlement service providers which served as the core of much of the background information included here. Chris and Mark helped with the original work to design a lesson format. Yuttasak contributed additional background information and offered suggestions for techniques geared for lower-level classes. Rick led a team of teachers in re-writing several lessons that were then adapted for use here. Alan contributed the needs assessment/goal setting exercise for Lesson 2, "First Steps," as well as much of the background information for that lesson.

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Opening Lines and Shifting Gears, Book 1, provided ideas for some activities and background information included here. Some activities in Lesson 26, "Neighbors," and several picture stories were offered by Fred Ligon. The stories appear in Everything In Sight (copyright: The Experiment in International Living) and may not be used without permission. The letters from refugees first appeared in Writing Back by Tom Riddle.

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Introduction

This is a handbook for teachers.

It contains an organized curriculum of lessons, sections on lesson planning, classroom aides and cultural orientation and an appendix of supporting materials. It is designed to clearly show teachers what they have to teach, present ideas for teaching and provide helpful information. Also, the handbook is designed to allow teachers to decide for themselves how to teach the lessons.

The handbook is for teachers who are teaching the entire curriculum as part of a training program, or for teachers who would like to incorporate a few lessons into an already-established curriculum. Although the primary audience is teachers, program supervisors or teacher trainers may also find this handbook useful.

The curriculum represents a unique approach to teaching students who may have had little or no formal education. It emphasizes students' acquiring and developing skills and an understanding of U.S. culture. They learn to define their circumstances, identify problems and possible solutions, and communicate their needs. Although designed for Southeast Asian refugees, it can be used with other groups of adults or young people. It can also provide an interesting supplement to an ESL class.

The handbook consists of five parts:

1. Introduction. This provides information about the training program for refugees that led to the development of the handbook. It also explains how to use the handbook.

2. Curriculum. These are the lessons, presented in eight units: The core curriculum, "bits and pieces" of background information and a simulation.

3. Classroom Aides, Cultural Orientation. These sections address fundamental questions that teachers of cultural orientation must answer. There are information and questions to challenge teachers to state why they do what they do in the classroom.

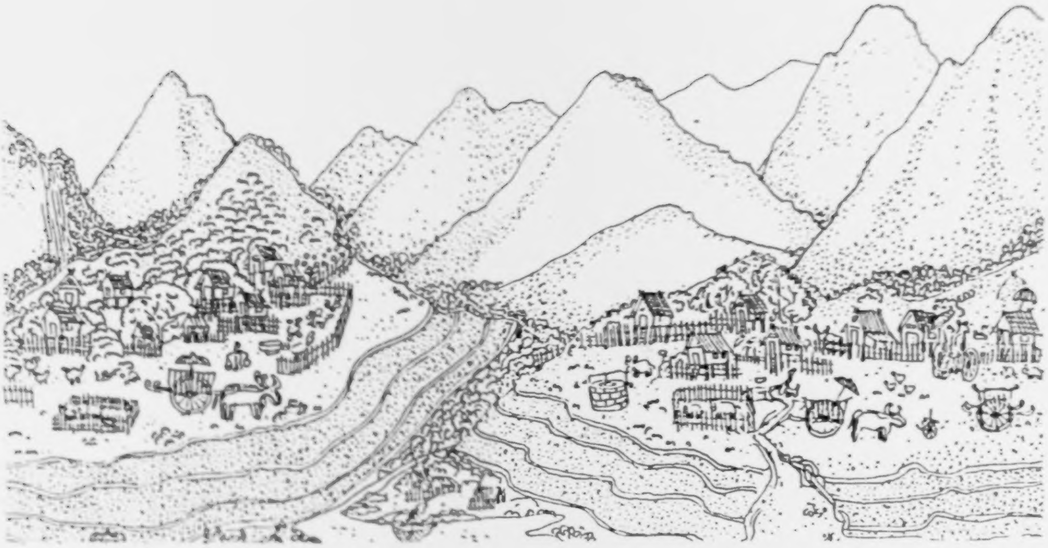
4. Lesson Planning. A sample lesson plan for one lesson in the curriculum is provided. There is also an examination of how a lesson plan is put together and what it contains.

5. Appendix. This contains supplemental information, e.g. handouts, worksheets and visuals. For teachers, there is additional background information for some of the lessons.

Although certain decisions have been made concerning what to teach, it is up to teachers to decide how to teach these lessons. Suggestions and techniques are provided, but they have to adapt them to the demands of their particular situation and to the students they are teaching.

Enjoy the handbook!

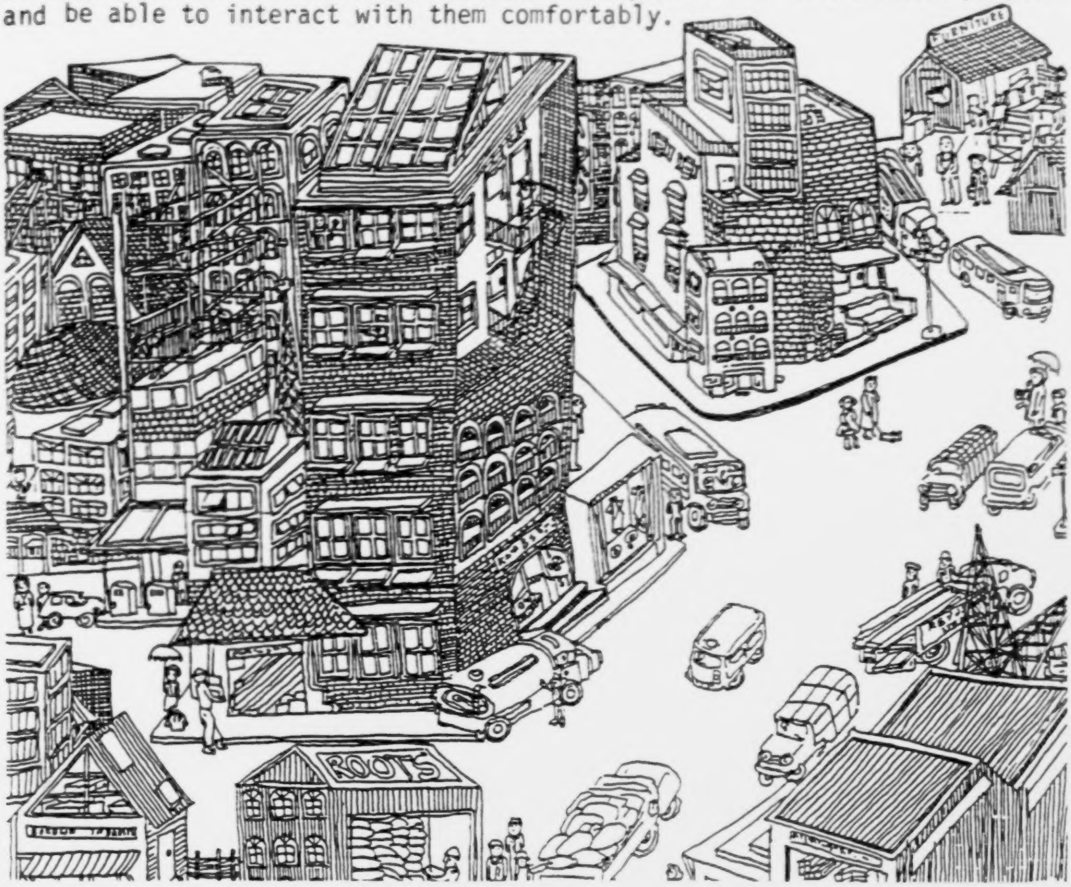
Background



In the previous lives of many refugees the rhythm of life was organized by the rising and setting of the sun and the planting and harvesting of crops. Everything needed was produced by hand. Young people watched and listened while cloth was woven, fields were plowed and tools were constructed. When they learned they did so by working alongside others in the village. For them, there was no need for books. They learned by example. They learned by doing. They learned by sharing ideas.

This book originated as part of a refugee training program for people who came primarily from rural villages or small towns in Laos and Cambodia. Many had lived outside the world of modern technology. Few, if any, had ever had formal education. Many found little need to read and write. No one punched a time clock. There were few distinctions between work and other parts of family life.

To prepare for their new lives in the United States, our students require special training to become self-sufficient. They must not only acquire a new language, but also learn skills basic to living and working in an urban environment. Whether the students are from mountain villages, small towns or large cities, whether they were farmers or professors, carpenters, musicians, housewives, doctors, business people or fishermen, they need to understand the social conventions and expectations of American people and be able to interact with them comfortably.



In all the lessons of the curriculum, there is frequent reference to the students' own culture or to their experience in the camp. Procedures and practices students are already familiar with are discussed in the classroom. Students are often asked to describe their culture and explain their relationship to it. The move to a fast-paced urban culture means many transitions. We feel students need familiar cultural reference points along the way to ease their entry into the new language and culture.

Through the CO program, students learn and develop cultural skills and concepts. Language and literacy are also reinforced. Each lesson is based on tasks or activities. The activity, whether it is solving a problem, sharing information or making choices, provides a context for personal involvement and active learning.

The Programs

In 1980, the Experiment in International Living, Save the Children Federation and World Education formed the Consortium to offer Intensive English as a Second Language, Cultural Orientation and Pre-Employment Training to refugees from Laos and Cambodia in Thailand. In Indonesia, the Experiment in International Living and Save the Children Federation offer similar training to refugees from Cambodia and Vietnam. At the Refugee Processing Center at Bataan, the Philippines, the International Catholic Migration Committee, operates a program for refugees from all countries in Southeast Asia. These programs are funded by the U.S. Department of State, Bureau for Refugee Programs.

Cultural Orientation

The Southeast Asian Regional Curriculum consists of competencies organized by topic in 11 units rather than detailed lesson plans for teachers. Each CO program in the region designs it own program around the basic competencies. In Thailand and Indonesia, there has been an on-going process of curriculum revision: refining teaching points, updating information, incorporating feedback from resettled refugees, adding competencies and changing lesson sequence. While the programs differ, both programs include:

- Cycles. The period of time students are enrolled in a class. (For three to five months, depending on their abilities, background and camp location.)

- Levels. The level of ability students demonstrate on an initial placement test: A Level (pre-literate); B Level (beginner); C Level (advanced beginner); D Level (intermediate) and E Level (advanced). (Students who demonstrate enough language proficiency to "test-out" of ESL still study CO.)

- Classroom Aides. Students with demonstrated language and interpersonal skills who work with teachers, help organize and present activities and translate for the students and teacher.

- Teams. A group of teachers who train together for the length of a cycle. A supervisor works with each team, observing classes and conducting teacher training.

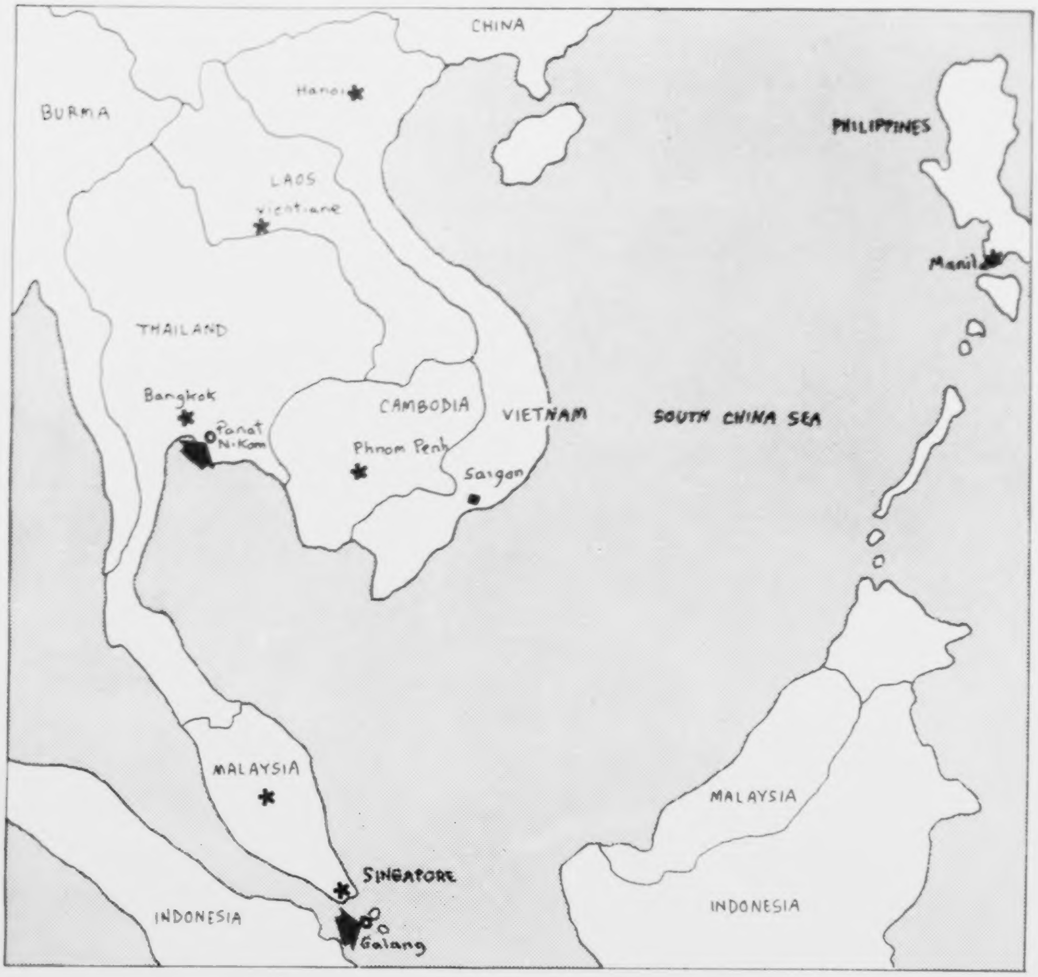
- Days. Class periods are referred to here as days--usually a 1½ hour session.

Panat Nikom, Thailand

The program has served many Hilltribe, Lao and Khmer refugees. Cultural Orientation follows three separate curricula leveled according to student ability. The length of both the cycle and the class period may differ. There is an effort to integrate some beginning levels with pre-employment training.

Galang, Indonesia

The CO program has served many Vietnamese and some Khmer refugees. The CO curriculum includes 40 lessons organized into 11 units. The sequence and the time spent on each topic vary depending on the level.


CHINA
Hanoi
BURMA
PHILIPPINES
LAOS
Vientiane
Manila
THAILAND
Bangkok
Panat Nikom
CAMBODIA
VIETNAM
SOUTH CHINA SEA
Phnom Penh
Saigon
MALAYSIA
MALAYSIA
SINGAPORE
INDONESIA
INDONESIA
Galang

The Writing Project

In 1982, David Hopkins, Technical Program Manager of the Consortium, proposed the development of teacher's handbooks to document the ESL and PET curricula in Panat Nikom. In 1983, the Writing Project, with Patrick Moran as editor and Marilyn Gillespie, Igor Barabash and Fred Ligon as writers, produced Shifting Gears, Book 1 and Opening Lines. Shifting Gears, Book 2 was completed in 1984 with Marilyn Gillespie as writer and Marilyn and Fred Ligon as co-editors. Settling In is the next handbook in the series. Our hope is that it will prove a valuable resource to any one teaching cultural orientation to refugees or other adults.

Cultural Adjustment Skills

The chart on the right lists the thirty lessons that make up Book 1. The lessons develop skills in various skill areas although the focus for a lesson may change if you alter objectives or choose alternative activities.

ASSESSING NEEDS	Students identify an actual or potential situation and determine what their needs are or would be.
SETTING GOALS	Students develop the ability to make plans that include realistic expectations of what can be accomplished in a given period. They create group and individual goals.
DETERMINING PRIORITIES	Students learn how to choose the most important ideas, items or actions from a list of possibilities. They develop the ability to present ideas, offer explanations and defend choices, individually or by concensus.
OBSERVING	Students develop an awareness of their environment and their position in it.
CLARIFYING	Students develop the ability to seek clarification of information and/or to clarify attitudes.
IDENTIFYING PROBLEMS	Students develop the ability to identify and explain actual or potential problems and conflicts, through role plays, case studies, critical incidents, etc.
SOLVING PROBLEMS	Students find appropriate solutions to unfamiliar problems or cross-cultural conflicts. They learn to see themselves as being responsible for their decisions.
WEIGHING OPTIONS	Students compare and contrast alternatives for action. They study information about the culture, evaluate and determine the results of various choices.
SEQUENCING STEPS	Students develop the ability to identify a logical sequence for a series of events. They figure out what actions to take, and in what order, so as to complete a given task as efficiently as possible.
NUMERACY	Students develop the ability to read and write numbers, count and compute, read time and use money.
LITERACY	Students practice reading and/or writing sight words or other key vocabulary words. Depending on their ability, they may complete forms, read and interpret cards or labels and read instructions.
OTHER	In other activities, students: 1) communicate in English; 2) explain or describe; 3) perform an act; 4) operate a machine or appliance; or 5) budget time.

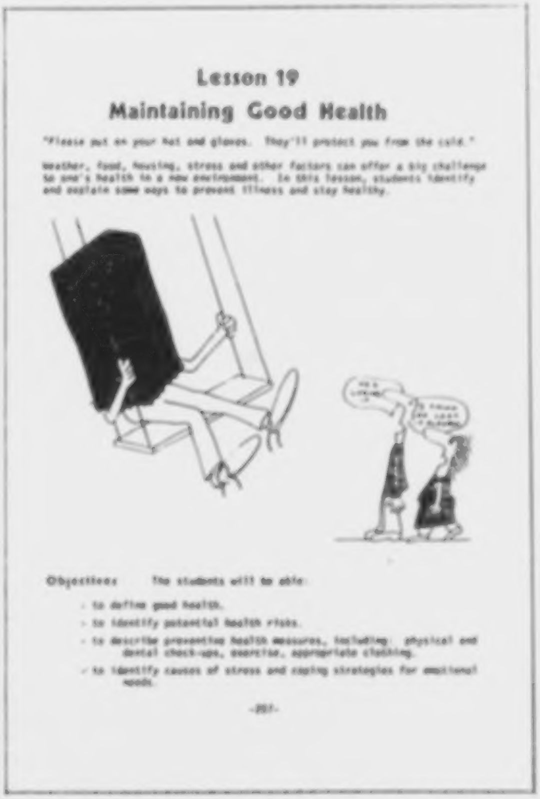
SKILLS CHART

LESSONS	ASSESSING NEEDS	SETTING GOALS	DETERMINING PRIORITIES	OBSERVING	CLARIFYING	IDENTIFYING PROBLEMS	SOLVING PROBLEMS	WEIGHING OPTIONS	SEQUENCING STEPS	NUMERACY	LITERACY	OTHER
1					X			X			X	
2	X	X	X	X							X	X
3										X		
4										X	X	
5					X				X	X		X
6				X			X			X		
7								X		X	X	
8				X	X							
9				X						X		
10						X	X			X	X	
11	X					X	X					X
12	X		X					X		X	X	
13	X		X		X	X	X					
14				X		X	X					
15											X	X
16					X			X				
17					X	X	X		X	X	X	
18				X	X					X	X	X
19	X			X	X						X	
20								X			X	
21					X							
22								X				
23					X	X	X	X				
24					X			X				
25	X	X		X	X	X	X					
26	X	X		X		X	X	X				X
27					X	X	X	X	X			
28					X	X	X					
29					X	X	X					
30	X		X									X

The Lessons

This CO curriculum is divided into fifteen units, eight appearing in this book. Each unit includes two or more lessons. The lessons concern a variety of topics an adult will likely need to cope with during the course of training and on arrival in the U.S. Each lesson consists of:

1. A lesson introduction
2. A lesson rationale
3. Skill areas
4. A materials list
5. Language
6. Activities
7. Notes and variations
8. Bits and Pieces
9. A planning page



Lesson 19

Maintaining Good Health

"Please put on your hat and gloves. They'll protect you from the cold."

Weather, food, housing, stress and other factors can offer a big challenge to one's health in a new environment. In this lesson, students identify and explain some ways to prevent illness and stay healthy.

Objectives: The students will be able:

- to define good health.
- to identify potential health risks.
- to describe preventive health measures, including: physical and dental check-ups, exercise, appropriate clothing.
- to identify causes of stress and coping strategies for emotional needs.

Lesson Introduction

Each lesson begins with an introductory page which includes:

- a brief summary which tells you what the lesson is about; the purpose.
- an illustration of a cultural point presented in the lesson.
- a list of the objectives of the lesson written in terms of what the students will be able to do.

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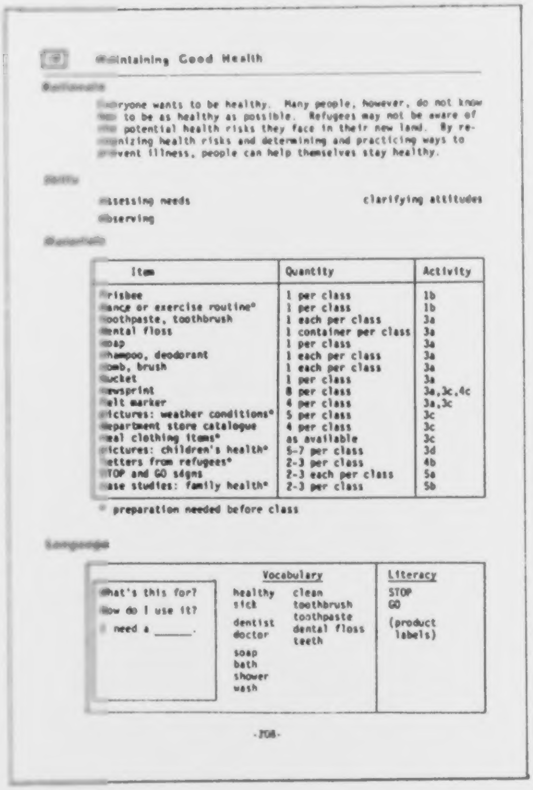
Rationale

This tells you why the students need to study this topic. It explains how it is relevant to their lives in the U.S. Along with the purpose and the objectives, this is necessary to help you plan how to teach the lesson.

Materials

Most of the activities presented in the lessons require materials. This box identifies the kinds of items you will need, the quantity and the particular activity requiring them. Many times materials need special preparation before class. If so, you'll see an asterisk at the bottom of the list. Some classroom materials are most effective when presented in the students' native language. They will need to be translated.



Maintaining Good Health

Rationale

Everyone wants to be healthy. Many people, however, do not know how to be as healthy as possible. Refugees may not be aware of the potential health risks they face in their new land. By recognizing health risks and determining and practicing ways to prevent illness, people can help themselves stay healthy.

Skills

assessing needs
observing
clarifying attitudes

Materials

Item	Quantity	Activity
Frisbee	1 per class	1b
Dance or exercise routine*	1 per class	1b
Toothpaste, toothbrush	1 each per class	3a
Dental floss	1 container per class	3a
Soap	1 per class	3a
Shampoo, deodorant	1 each per class	3a
Comb, brush	1 each per class	3a
Bucket	1 per class	3a
Newsprint	8 per class	3a,3c,4c
Felt marker	4 per class	3a,3c
Pictures: weather conditions*	5 per class	3c
Department store catalogue	4 per class	3c
Real clothing items*	as available	3c
Pictures: children's health*	5-7 per class	3d
Letters from refugees*	2-3 per class	4b
STOP and GO signs	2-3 each per class	5a
Case studies: family health*	2-3 per class	5b

* preparation needed before class

Language

	Vocabulary		Literacy
What's this for? How do I use it? I need a ______.	healthy sick dentist doctor soap bath shower wash	clean toothbrush toothpaste dental floss teeth	STOP GO (product labels)

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Skills

This lists the key cultural adjustment skills students learn and develop during the lesson.

Language

Here you'll find language structures, vocabulary and literacy suggestions to consider when planning a lesson.

English can be incorporated into CO lessons and reinforced by posting sight-words, including short structured dialogues (renting a house, making an appointment, asking for clarification, etc.) and through role plays or skits in which students speak English. Translation can be a tool for English reinforcement as well. When you write on the blackboard, ask the aide to write the equivalent in the students' native language beside the English. Review the words with the students. Certain "technical" terms without direct translation in the students' native language need not be translated (e.g. zip code, area code, sponsor).

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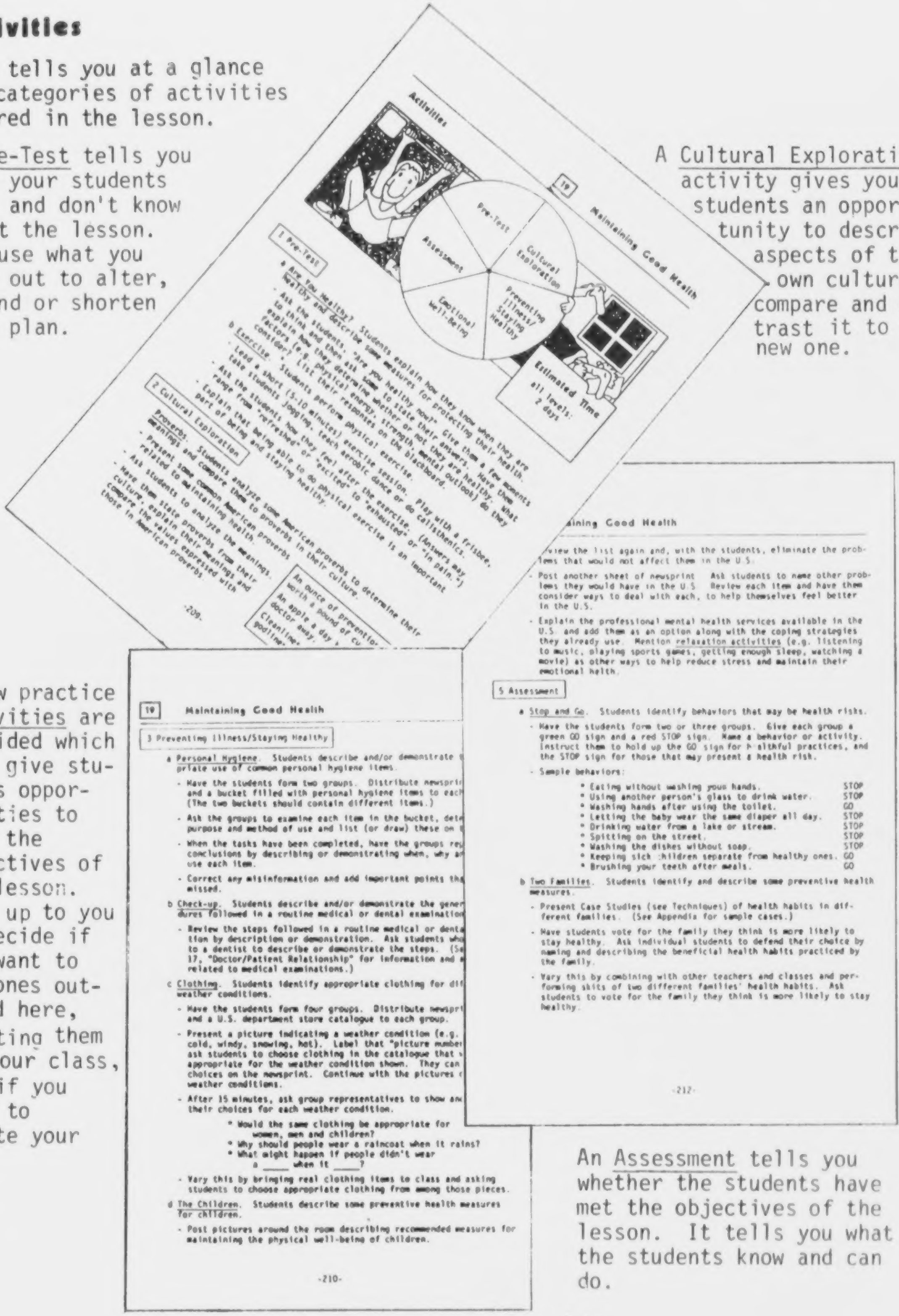
Activities

This tells you at a glance the categories of activities covered in the lesson.

A Pre-Test tells you what your students know and don't know about the lesson. You use what you find out to alter, expand or shorten your plan.



Activities

19 Maintaining Good Health

Pre-Test

Cultural Exploration

Preventing Illness/ Staying Healthy

Emotional Well-Being

Assessment

Estimated Time
all levels:
2 days

1 Pre-Test

a Are You Healthy? Students explain how they know when they are healthy and describe some measures for protecting their health.

- Ask the students, "Are you healthy now?" Give them a few moments to think and then ask some to state their answers. Have them explain how they determine whether or not they are healthy. What factors (e.g. physical energy, strength, mental outlook) do they consider? List their responses on the blackboard.

b Exercise. Students perform physical exercise.

- Lead a short (5-10 minutes) exercise session. Play with a frisbee, take students jogging, teach aerobic dance or do calisthenics.
- Ask the students how they feel after the exercise. (Answers may range from "refreshed" or "excited" to "exhausted" or "in pain.")
- Explain that being able to do physical exercise is an important part of being and staying healthy.

2 Cultural Exploration

Proverbs. Students analyze some American proverbs to determine their meanings and compare them to proverbs in their culture.

- Present some common American proverbs related to maintaining health.
- Ask students to analyze the meanings.
- Have them state proverbs from their culture, explain their meanings and compare the values expressed with those in American proverbs.

An ounce of preventio
worth a pound of cu
An apple a day,
doctor away.
Cleanline
godline

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19 Maintaining Good Health

3 Preventing Illness/Staying Healthy

a Personal Hygiene. Students describe and/or demonstrate
priate use of common personal hygiene items.

- Have the students form two groups. Distribute newspri
and a bucket filled with personal hygiene items to each
(The two buckets should contain different items.)
- Ask the groups to examine each item in the bucket, dete
purpose and method of use and list (or draw) these on
- When the tasks have been completed, have the groups re
conclusions by describing or demonstrating when, why a
use each item.
- Correct any misinformation and add important points th
missed.

b Check-up. Students describe and/or demonstrate the gener
dures followed in a routine medical or dental examinatio

- Review the steps followed in a routine medical or denta
tion by description or demonstration. Ask students wh
to a dentist to describe or demonstrate the steps. (S
17, "Doctor/Patient Relationship" for information and
related to medical examinations.)

c Clothing. Students identify appropriate clothing for di
weather conditions.

- Have the students form four groups. Distribute newspr
and a U.S. department store catalogue to each group.
- Present a picture indicating a weather condition (e.g.
cold, windy, snowing, hot). Label that "picture numbe
ask students to choose clothing in the catalogue that
appropriate for the weather condition shown. They can
choices on the newsprint. Continue with the pictures
weather conditions.
- After 15 minutes, ask group representatives to show an
their choices for each weather condition.
    - Would the same clothing be appropriate for women, men and children?
    - Why should people wear a raincoat when it rains?
    - What might happen if people didn't wear a _____ when it _____?
- Vary this by bringing real clothing items to class and asking students to choose appropriate clothing from among those pieces.

d The Children. Students describe some preventive health measures for children.

- Post pictures around the room describing recommended measures for maintaining the physical well-being of children.

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aining Good Health

view the list again and, with the students, eliminate the problems that would not affect them in the U.S.

- Post another sheet of newsprint. Ask students to name other problems they would have in the U.S. Review each item and have them consider ways to deal with each, to help themselves feel better in the U.S.
- Explain the professional mental health services available in the U.S. and add them as an option along with the coping strategies they already use. Mention relaxation activities (e.g. listening to music, playing sports games, getting enough sleep, watching a movie) as other ways to help reduce stress and maintain their emotional helth.

5 Assessment

a Stop and Go. Students identify behaviors that may be health risks.

- Have the students form two or three groups. Give each group a green GO sign and a red STOP sign. Name a behavior or activity. Instruct them to hold up the GO sign for healthful practices, and the STOP sign for those that may present a health risk.
- Sample behaviors:

Eating without washing yous hands.	STOP
Using another person's glass to drink water.	STOP
Washing hands after using the toilet.	GO
Letting the baby wear the same diaper all day.	STOP
Drinking water from a lake or stream.	STOP
Spitting on the street.	STOP
Washing the dishes without soap.	STOP
Keeping sick :hildren separate from healthy ones.	GO
Brushing your teeth after meals.	GO

b Two Families. Students identify and describe some preventive health measures.

- Present Case Studies (see Techniques) of health habits in different families. (See Appendix for sample cases.)
- Have students vote for the family they think is more likely to stay healthy. Ask individual students to defend their choice by naming and describing the beneficial health habits practiced by the family.
- Vary this by combining with other teachers and classes and performing skits of two different families' health habits. Ask students to vote for the family they think is more likely to stay healthy.

-212-

A Cultural Exploration activity gives your students an opportunity to describe aspects of their own culture or compare and contrast it to the new one.

A few practice Activities are provided which will give students opportunities to meet the objectives of the lesson. It's up to you to decide if you want to use ones outlined here, adapting them for your class, or, if you want to create your own.

An Assessment tells you whether the students have met the objectives of the lesson. It tells you what the students know and can do.

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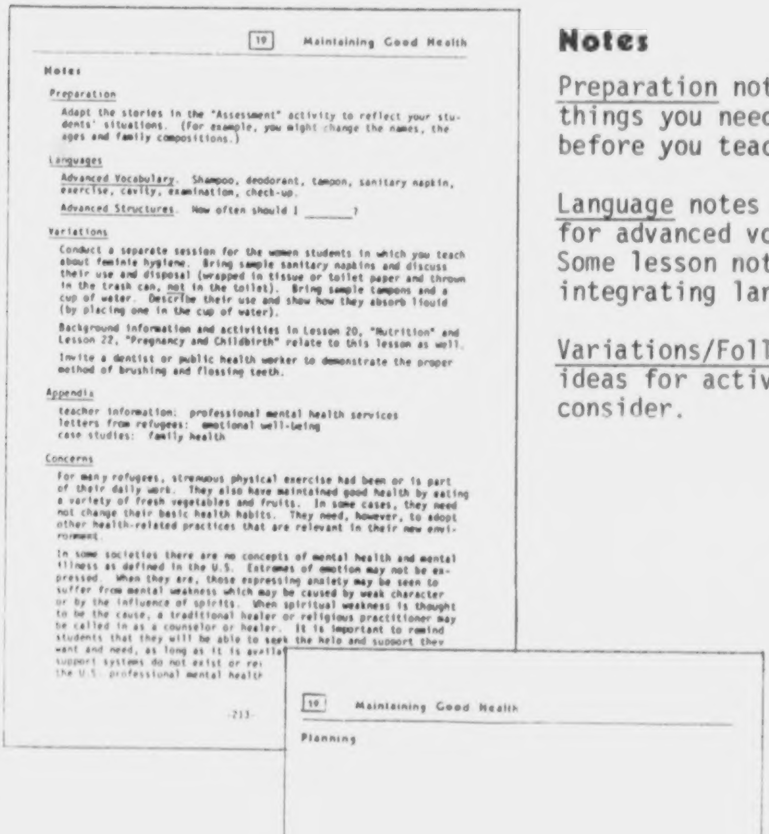

19 Maintaining Good Health

Notes

Preparation

Adapt the stories in the "Assessment" activity to reflect your students' situations. (For example, you might change the names, the ages and family compositions.)

Languages

Advanced Vocabulary. Shampoo, deodorant, tampon, sanitary napkin, exercise, cavity, examination, check-up.

Advanced Structures. How often should I _______?

Variations

Conduct a separate session for the women students in which you teach about feminine hygiene. Bring sample sanitary napkins and discuss their use and disposal (wrapped in tissue or toilet paper and thrown in the trash can, not in the toilet). Bring sample tampons and a cup of water. Describe their use and show how they absorb liquid (by placing one in the cup of water).

Background information and activities in Lesson 20, "Nutrition" and Lesson 22, "Pregnancy and Childbirth" relate to this lesson as well.

Invite a dentist or public health worker to demonstrate the proper method of brushing and flossing teeth.

Appendix

teacher information: professional mental health services
letters from refugees: emotional well-being
case studies: family health

Concerns

For many refugees, strenuous physical exercise had been or is part of their daily work. They also have maintained good health by eating a variety of fresh vegetables and fruits. In some cases, they need not change their basic health habits. They need, however, to adopt other health-related practices that are relevant in their new environment.

In some societies there are no concepts of mental health and mental illness as defined in the U.S. Extremes of emotion may not be expressed. When they are, those expressing anxiety may be seen to suffer from mental weakness which may be caused by weak character or by the influence of spirits. When spiritual weakness is thought to be the cause, a traditional healer or religious practitioner may be called in as a counselor or healer. It is important to remind students that they will be able to seek the help and support they want and need, as long as it is availa
support systems do not exist or re
the U.S. professional mental healt

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19 Maintaining Good Health

Planning

-214-

Notes

Preparation notes tell you about the things you need to do, make or decide before you teach the lesson.

Language notes give you suggestions for advanced vocabulary or structures. Some lesson notes give you ideas for integrating language with the activities.

Variations/Follow-up notes offer other ideas for activities you may want to consider.

Planning

At the end of each lesson is a blank page you can use for planning, making notes about the lesson, or for special activities.

Appendix notes refer you to pages in the Appendix where you can find worksheets, handouts, charts, posters, etc., referred to in the lesson.

Concerns are notes offering reminders, helpful advice and words of caution. These notes should be read before planning the lesson, not afterward.

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Bits and Pieces

This provides useful background information to consider as you develop your lesson plan. Here you'll find charts, maps, signs, lists, sample forms, definitions of terms and supplementary information about the lesson. The audience for these pages is you, not your students. The pages may spark ideas for special activities you can plan. It is up to you to decide if you will integrate any of this information into the lessons, and how.

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Handbook Resources

The resource sections include: Classroom Aides, Cultural Orientation, Lesson Planning and the Appendix. They provide information, teaching options and questions to encourage teachers to examine their teaching.

The Techniques section of Settling In, Book 2 also contains ideas that can be used in teaching the curriculum.

Teachers can refer to these sections for suggestions on how to teach, information on what to teach, and also ideas on the why of teaching--what makes teachers effective.

This approach calls for teachers to take responsibility for thinking carefully about their work. It is based on the principle that all teachers eventually decide for themselves what to do. They make choices about the subject matter, about the students, about teaching and about learning. The clearer and more conscious their decision-making, the more effective their teaching can become.

These sections are intended for teachers to use on their own. They are also intended for teacher supervisors to use as part of training sessions with groups of teachers.

Note to the Teacher:

- Use the resource sections as a guide for reflecting on your experiences in the classroom. What happens in class with you and your students is a rich source of study. By looking closely and openly at this, you can learn more about your job. Read all the sections to see if they can help.

- The sections can serve as an introduction to questions and information that you need to consider as a cultural orientation teacher. Use this to sharpen and justify your own point of view on what culture is and what helps people learn.

- Compare your notes with fellow teachers or friends.

- Write your comments and reactions in the text for easy reference.

Note to the Teacher Trainer/Educator

- Use the sections to provide information or suggestions for teachers.
- Use the questions as discussion topics in training sessions.
- Draw upon teachers' experiences in the classroom.
- Allow teachers to decide for themselves, but ask that they base these decisions on fact, rather than opinions.
- Use the sections to clarify your own criteria for teaching teachers.

Book 1

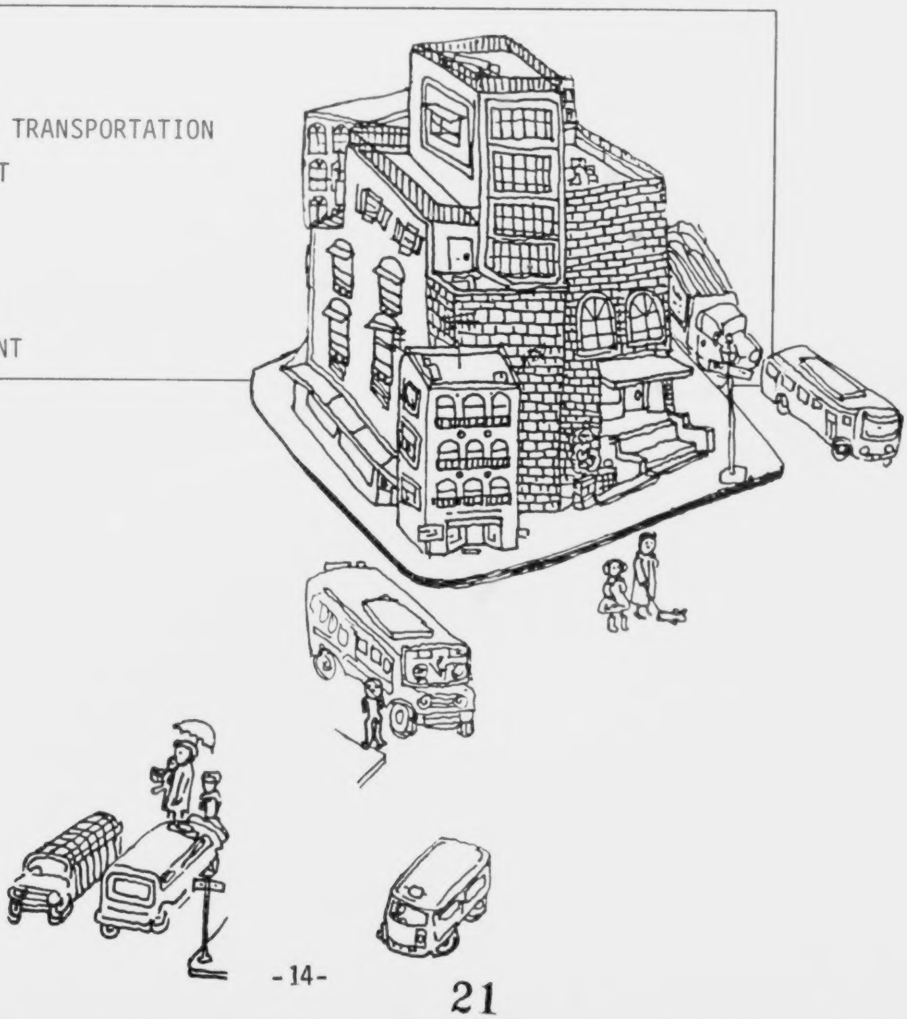
Units Pages

1. ORIENTATION 17 - 40
2. NUMBERS AND MONEY 41 - 60
3. COMMUNICATION 61 - 100
4. TIME MANAGEMENT 101 - 122
5. HOME 123 - 172
6. HEALTH 173 - 244
7. SOCIETY 245 - 296
8. REFUGEES AND IMMIGRANTS 297 - 326

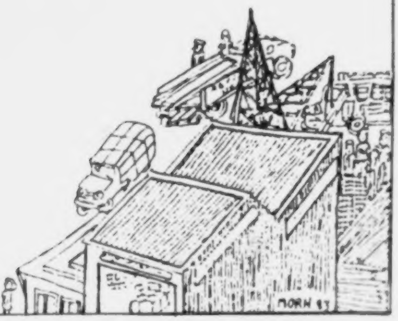
Book 2

Units

9. COMMUNITY
10. TRAVEL AND TRANSPORTATION
11. MEASUREMENT
12. SHOPPING
13. FINANCES
14. EMPLOYMENT
15. RESETTLEMENT



The Curriculum

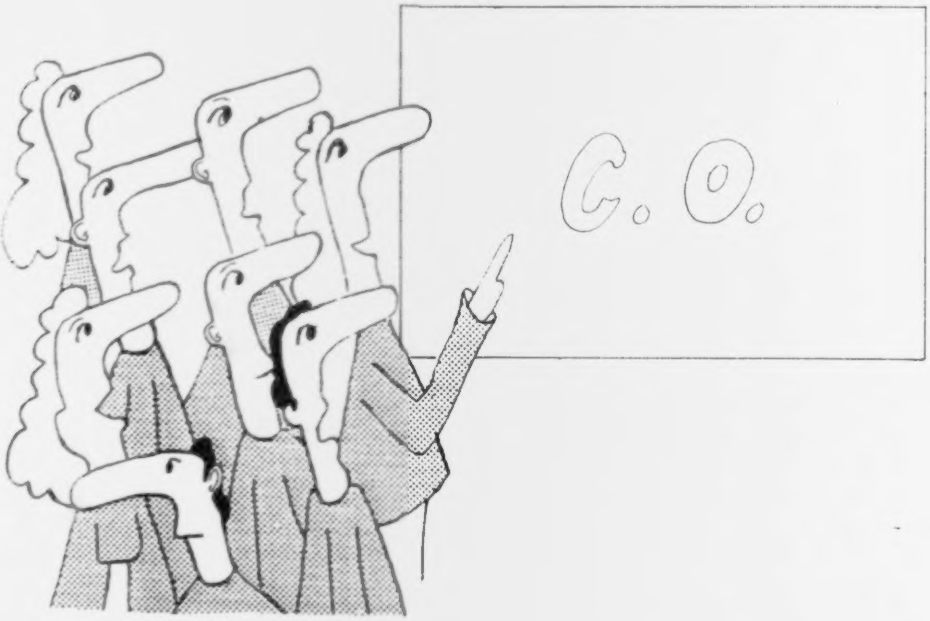


Lesson 1

Teacher/Student Relationship

"Welcome to cultural orientation class."

In the cultural orientation program, adult refugee students may be confronted with a classroom atmosphere that is very different from what they might have previously expected and/or experienced. In this lesson, students describe expectations related to teacher/student relationships in a non-formal adult education program and begin to build cooperative relationships with each other and the teacher.



Objectives The students will be able:

- to indicate their given and family names.
- to share personal information with each other.
- to write their given and family names in the proper position in a situation calling for both names.
- to state expectations regarding teacher/student relationships in a non-formal adult education program in which:
  - * asking questions is encouraged.
  - * students share the responsibility for their learning.
  - * active participation and self-expression are expected.

1 Teacher/Student Relationship

Rationale

The cultural orientation classroom is an excellent setting for building confidence in one's ability to figure things out, to meet unexpected challenges successfully, to solve problems and make choices. By creating and maintaining an atmosphere of mutual trust and cooperation based on respect for the individual, the participants in a C.O. class will be better able to work individually and as a group towards gaining the confidence they need.

Skills

- clarifying attitudes
- clarifying information
- weighing options
- literacy: reading
- literacy: writing

Materials

Item	Quantity	Activity
poster: personal data card*	1 per class	3c
personal data card (5" x 8")*	1 per student	3c
chart: class data*	1 per class	3d
broken square*	5 squares per class	4a
envelope	5 per class	4a
unfamiliar object	3 per class	4b
letter card (A, B, C, D)*	4 per class	5a
valuation questions and answers*	5 per class	5a

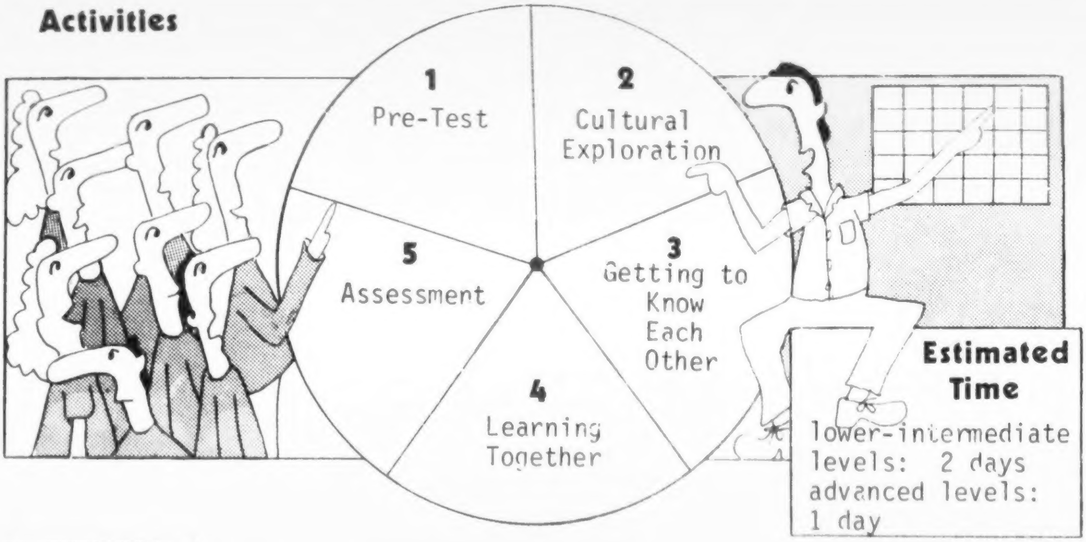
* preparation needed before class

Language

	Vocabulary	Literacy
What's your name? My name is ______. My first name is _______. last I have ______ children.	first name last name (family members) children teacher student	NAME FIRST LAST FAMILY

1 Teacher/Student Relationship

Activities



Estimated Time

lower-intermediate levels: 2 days
advanced levels: 1 day

1 Pre-Test

Setting the Mood. Students, with teacher, work toward establishing a classroom atmosphere of mutual trust and cooperation.

- Introduce yourself to the students and, if you are able to memorize them, speak a few sentences in the students' native language.
- Share some information about that particular class or term. Examples:
  - * This is the first class I ever taught that is all men!
  - * We're lucky to have this classroom because it's in a quiet area.
  - * All the teachers think this term will be special because it's starting at the beginning of the New Year.
- Ask the students how they feel. Are they happy, nervous, excited, tired, sick? How do they feel about studying here? Did they have any difficulty finding the room? Communicate your own excitement about beginning this new class.

2 Cultural Exploration

Expectations. Students describe their experiences with and/or expectations of teacher/student relationships in their native country and in the refugee camp.

- Ask individual students to briefly explain their educational backgrounds. Did they go to school? Where? How long? What did they study?
- Conduct a Brainstorming session (see Techniques) in which students think of a teacher they liked or admired and describe the qualities of that teacher. Encourage those students without classroom experience to state their expectations of a good teacher. List all the responses on the blackboard.

- Repeat the procedure above, listing the qualities of a good student.
- Review each list with the students. Explain that some things about a cultural orientation class are different from an academic class in their homeland and that they will discover the similarities and differences as they participate.

3 Getting to Know Each Other

a Name Game. Students indicate their given and family names and the given names of their classmates.

- Even though you introduced yourself at the beginning of the class, repeat the self-introduction, this time using your full name in the American name order (given, middle, family name). Ask students to identify your given (first) name and your family (last) name.
- Ask students to explain their traditional name order.
- Have the students introduce themselves, stating given name followed by family name. Next, place chairs for each student in a circle, but not one for you. Stand in the circle with the students seated around you. Say two of the students' given names. Those students quickly try to exchange seats while you try to sit down on one of the seats first. Whoever does not get a seat replaces you in the middle of the circle and says two more names. Continue for five to ten minutes.

b Paired Interview. Students introduce each other to the rest of the class.

- Have students form pairs.
- Model a paired interview with the classroom aide, following a short series of questions you list on the blackboard. (In pre-literate classes, draw pictures to indicate the questions to be asked.) Sample questions:
  - * What's your name?
    (answer in American name order)
  - * What is your hometown?
  - * How long have you been in _____
    (country of asylum or refugee camp)?
  - * How many people in your family are here with you?
  - * What did you do (What was your job) in your native country?
  - * Do you have a job in the refugee camp? What is it?
  - * What are your hobbies/interests?
- After students have asked their partners these questions, have them introduce each other to the rest of the class, sharing the answers they received. Assign the following task: each student must ask at least one clarification question of someone else in the class.

- You may want to participate in this as well, sharing your personal data with a partner and relating some of the students' personal experiences or background to your own. (For example: "My older brother is your age." "I'm interested in needlework, too." "My father is a school teacher, too." "What age are the children you taught?" etc.)
- For future reference, you may want to record some of this information in writing. Decide ahead of time what is important for you to know about your students and design relevant questions.

c Personal Data Cards. Students write each name in the proper position in a situation calling for given and family names.

- Post a large sample "personal data card." Review the words on the card with the students. Complete the sample card using your personal information.

Name ______________________________

Address ____________________________

Birthdate ____________ Age ____________

Marital Status: M ___ S ___ W ___ D ___

Sex: M ___ F ___ Hobbies ____________

- Distribute blank 5" x 8" personal data cards to the students. Instruct them to complete the cards with their own information. Encourage students to depict their hobbies with drawings if they are unable to write the words.
- Collect the cards. Check them against a master list of students (if you have one), note the information you consider important to remember, correct and return the cards the following day.

d Data Chart. Students ask and answer questions about each other using a chart for information.

- Post a blank data chart. Have the students ask and answer questions of and about each other using the chart as a guide. Fill in their answers as they give them.

Name	Age	Birthplace	Number of Children	How long in camp	Languages	Years of School
Lek	42	Vientiane	5	2 yrs.	Lao French	10
Tai	36					

- Keep referring to the chart throughout the first week or two as a way of helping people get to know each other better and giving them question/answer practice.

- The information on the chart can also be used as a base for a Story Line (see Techniques) you and the students create.

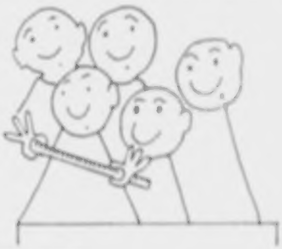
4 Learning Together

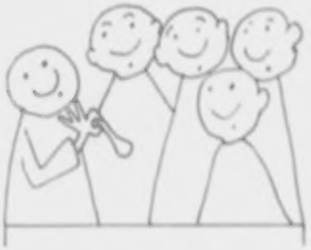
a Broken Squares. Students work together to construct squares from matched pieces of different sizes.

- Distribute one envelope containing a "broken square" to each of five groups. (Each envelope contains four cardboard pieces that, when put together, make a square.) Instruct the group members to work together to form a "square" with the pieces.
- When they have completed this, collect all the pieces and distribute one piece to each student. This time, all the students must walk around, trying to match their piece with three others to form a square. Set a time limit to create some excitement.
- After all the squares have been put together, ask students how they found the matching parts. Did they communicate with others? What did they ask or say? Did they watch and observe? What were they looking for? Could they have done this activity alone? Were there disadvantages to working together to complete the task? Were there advantages? What were they?

b Discovery. Students work together to identify the purpose of an object from the U.S.

- Have the students form three groups. Conduct an Artifact activity (see Techniques) in which each of the groups examines and identifies a different object. (Sample artifacts: a ruler, a shoe-horn, a set of Cuisinnaire rods.)
- Bring the groups together and have them share their discoveries. Encourage other students to consider the suggestions and make a choice.
- Confirm the purpose of each object. Ask students to explain how they came to their conclusions.





5 Assessment

a Making Choices. Students state expectations regarding teacher/student relationships in a non-formal adult education program.

- Conduct a Valuation activity (see Techniques).
- Post a card marked "A" in one corner of the room, a "B" card in another, and "C" and "D" cards in the other corners. Instruct

all the students to stand. Explain that you will read a "classroom situation" question, and four possible answers (A, B, C and D). The students must choose an answer and move to the corresponding corner of the room.

- Ask students to justify their answer choices. Correct any misperceptions or misinformation. Continue with other questions. Sample questions and answers:

* You are sitting in the classroom talking with other students when the teacher enters the room. What is the best thing to do?

a. Stand up.
b. Remain seated but look toward the teacher--pay attention.
c. Remain seated and keep your eyes down, out of respect.

CORRECT ANSWER: B

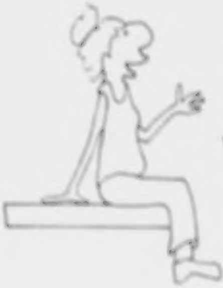
This would be an appropriate way to show respect for the teacher and will indicate your readiness to begin the lesson.

* The teacher is talking to the class. You don't understand something that is said. What should you do?

a. Look at your neighbor's notes.
b. Whisper to your neighbor for help.
c. Raise your hand and ask the teacher to repeat and/or explain.
d. Wait until the end of class and then ask the teacher.

CORRECT ANSWER: C

It is a good idea to ask for repetition or an explanation. Other students may not have understood either. If the teacher's explanation is still unclear, ask the teacher after class to explain it further.



* Your teacher sometimes sits on the desk while teaching, wears blue jeans to class and often talks to the students informally after class. What do you think? The teacher:

a. Doesn't take the job seriously.
b. Puts comfort before professionalism.
c. Wants students to think of her/him as an equal.
d. Demonstrates normal behavior, by American standards.

CORRECT ANSWER: D

Americans would consider this kind of behavior to be informal and not undignified or inappropriate for a teacher or a professor.

- You ask the teacher a question. He or she doesn't know the answer. You expect the teacher to:

  a. Say that we are only discussing the material in the lesson plan--not outside material.
  b. Tell you not to interrupt during the class.
  c. Look up the answer and tell you during the next class.

CORRECT ANSWER: C

In American society, a teacher is usually not embarassed to admit that he or she does not know the answer to a student's question. The teacher will usually look up the answer or assign a student to look up the answer and report to the class.

- You are late for class and the teacher is already talking when you arrive. What do you do?

  a. Don't go to class.
  b. Enter the classroom quietly and sit down.
  c. Slam the door shut as you enter the classroom, wave to your friend and start laughing.

CORRECT ANSWER: B

Since you have entered the class late, try not to create any further disruption. Do not make a habit of being tardy or the teacher will be upset.

b Proverbs. Students analyze American proverbs and identify some underlying American values related to teaching and learning.

- Present a proverb. Have students repeat it, analyze the meaning and identify some underlying values.
- Ask students to give proverbs on the same topic from their own culture.

Easier said than done.

Actions speak louder than words.

Two heads are better than one.

Practice what you preach.

- Ask students to consider how the meanings of these proverbs relate to what they did in class. Briefly review the lesson's activities. Have students state relevant proverbs. (Example: Identifying the purpose of an unknown object/"Two heads are better than one.")

Notes

Preparation

Establish ahead of time the kinds of information you, the teacher, would find useful to know about your students. Design the interview questions, data chart and personal data card accordingly to be sure you collect the information you need.

Find someone who speaks your students' native language and ask that person to teach you a few common phrases. (Welcome. It's nice to see you. My name is ______. How are you? etc.)

Language

Advanced Vocabulary. extended family members (aunt, uncle, mother-in-law, etc.)

Advanced Structures. I speak (English). I am from _____. I have been here _____ (years/months).

Variations

Present some Letters from refugees (see Techniques) about their initial reactions to the U.S., about school classes in camp and in the U.S. or about the relevance of cultural orientation class to life in their new country.

Concerns

The building and maintaining of a positive teacher/student relationship is an on-going process, and is expressed in attitude and speech as well as in the facilitation of and participation in classroom activities. This lesson helps to establish patterns of active learning for the classroom, patterns that must be reinforced and continued throughout the cultural orientation course.

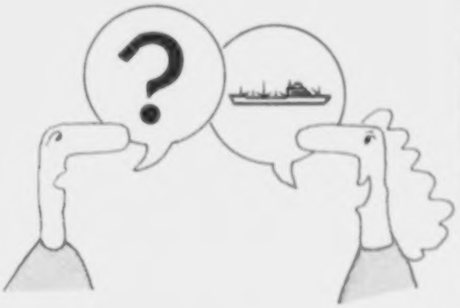
This lesson is closely related to Lesson 2, "First Steps," and it may be effective to "mix and match" aspects of both lessons as you think appropriate, teaching the two over a series of two to four days.

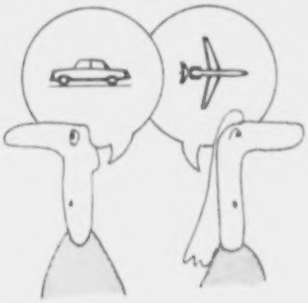
1 Teacher/Student Relationship

Bits and Pieces

[1] *Expectations.* For some students, this will be their first time in a classroom. For others, it will be their first time in a classroom in many years. Some of the students may have attended school relatively recently, but it is likely those classes were much more formal than their cultural orientation classes will be. Lecture, as opposed to student-centered participatory activities, was perhaps the main teaching method. Thus, their expectations of classroom atmosphere, learning and the teacher/student relationship may be very different from what you hope to establish in the CO program. It is important, therefore, for the students to develop an understanding of expectations of themselves and the teacher in a non-formal, adult education program.

[2] *Non-formal classes.* A non-formal, adult education classroom maintains an atmosphere of cooperation, shared learning and mutual respect. It is a setting in which trust develops from active and shared participation. Both the teacher and the students learn from each others' experiences, knowledge, ideas and dreams.





[3] *Responsibility.* All the participants are expected to think independently and take responsibility for their learning--striving to assess individual and group needs and to set goals for themselves as individuals and as a group. "Questioning" is seen as a sign of intellectual curiosity, intelligence and concern.

[4] *The Environment.* Establishing a classroom atmosphere in which people respect and feel comfortable with each other is a stepping-stone, a base for all that follows. It's an on-going process, however, that requires your focus and attention. It provides ideas for ways to set and build patterns of active participation and learning. A positive and constructive teacher/student relationship facilitates the developing of cultural survival skills and confidence that lie at the core of the cultural orientation program.

5 *Name Order*

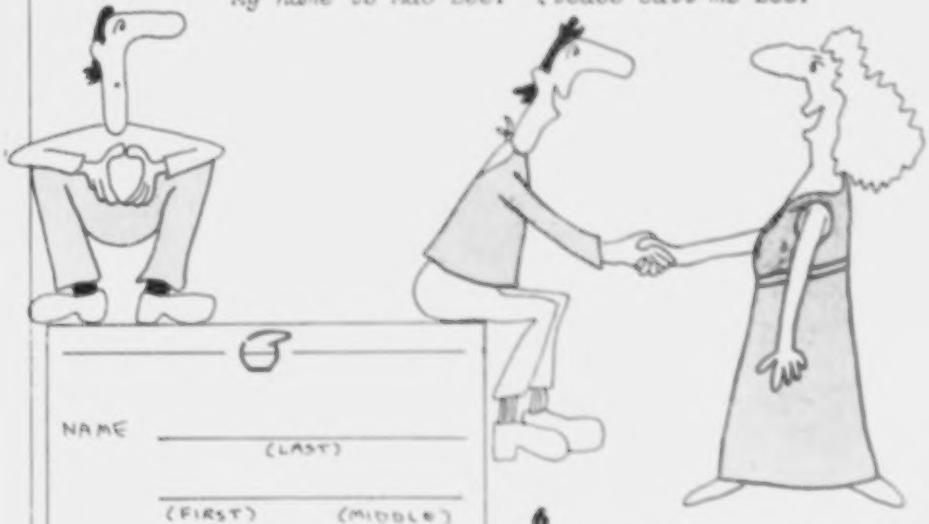
Name order varies among different cultural groups. Some people place their family name first; others place a given name before a family name. Still others have just one name.

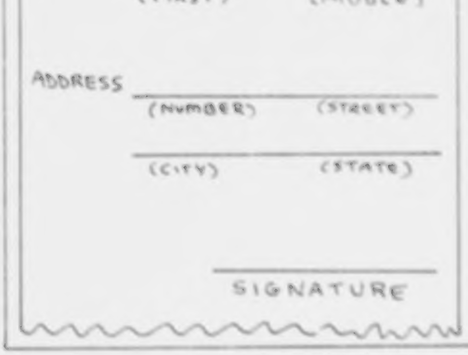
In the U.S., people assume that names are stated as given (first) name first, followed by middle and/or family (last) name.

SARA	*BETH*	*JONES*
given *first*	*middle*	*family* *last* *surname*

People are free to keep their name in any order they choose. They must be careful, however, to indicate which name they prefer to be called. Ex:

My name is Mao Lee. Please call me Lee.

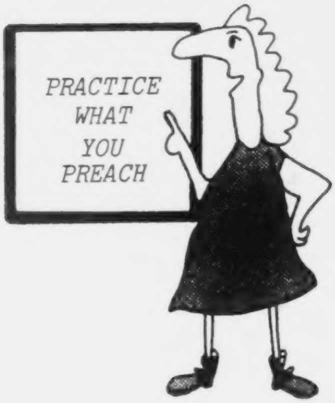




6 *During their initial resettlement and thereafter, refugees will be required to fill out a variety of forms. Learning to read form language and to complete forms correctly (including the signature) is important.*

Note that on forms, traditional American name order may be reversed.

Planning

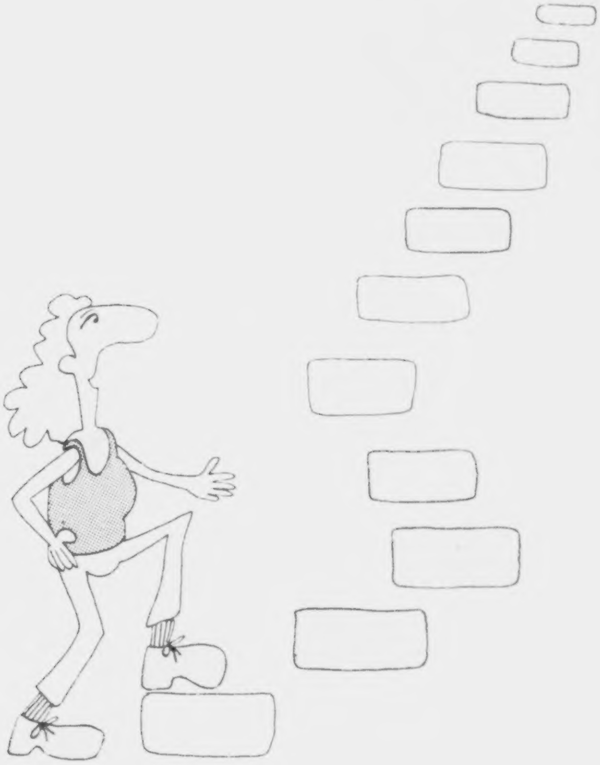

PRACTICE
WHAT
YOU
PREACH

Lesson 2

First Steps

"There is so much I want to know."

Refugees may feel overwhelmed by all that they need to learn how to do in order to adjust to life in their new country. In this lesson, students set goals for their cultural orientation course and begin to organize their "first steps" of resettlement, including how to interact with Americans.



Objectives The students will be able:

- to state expectations of topics to be covered in the cultural orientation program.
- to set goals--along with the teacher--for what they will study in cultural orientation class.
- to describe skills they have used or developed in adjusting to life in the refugee camp.
- to greet Americans according to American custom.
- to identify and describe classroom rules and program policies.

2 First Steps

Rationale

Arriving in a new country presents many new challenges, one of the most immediate and important being interaction and communication with people in an unfamiliar culture. By recognizing what one needs to know about the new society and learning procedures for getting along--and settling in--adult learners take their first steps toward successful resettlement.

Skills

- assessing needs
- determining priorities
- setting goals
- observing
- communicating in English
- literacy: reading

Materials

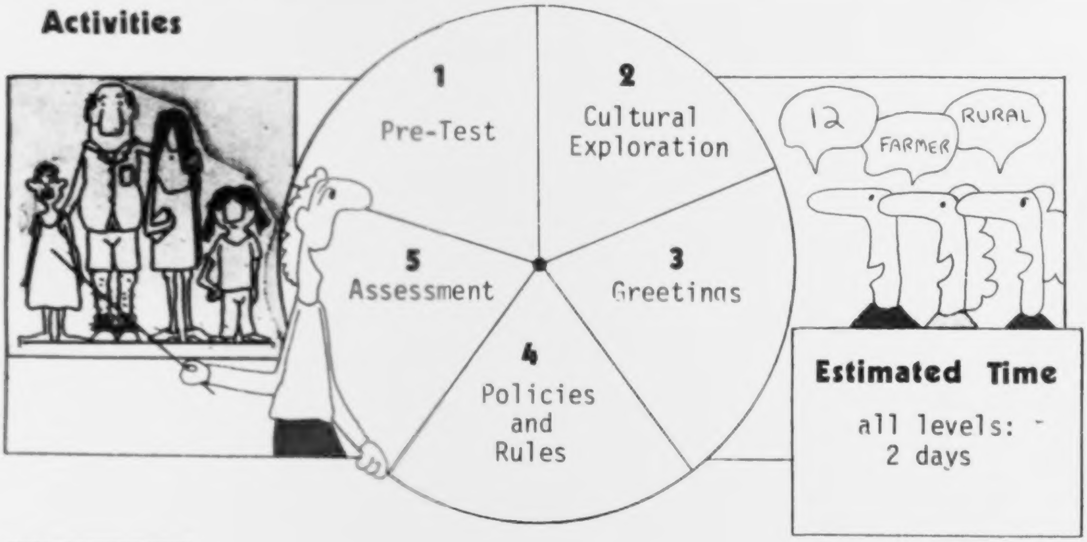
Item	Quantity	Activity
newsprint, felt marker	6-8 each per class	1a, 1b, 4
puppet	as available	1a
blank paper	1 per student	1a
pictures: refugees in camps*	as available	2
name strips*	4-6 per class	3b
handout: Jazz Chant (Personal Questions)*	1 per student	3c

* preparation needed before class

Language

	Vocabulary	Literacy
What's your name? My name is __________. Where are you from? I am from _______. Hello. How are you? I'm fine, thanks. It's nice to see you. This is (name). This is my _____, (name). How do you do? It's nice to meet you.	name first name middle last (family members) friend teacher Good morning afternoon evening bye	Ms. Mr. Miss Mrs. Dr.

Activities



Estimated Time

all levels: 2 days

1 Pre-Test

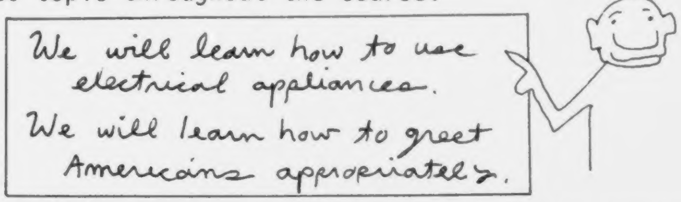
a Story Line. Students "create" a refugee family story and state expectations of goals for topics to be covered in the cultural orientation program.

- Using maps, pictures and question words, elicit from the students a story (see Techniques: Story Line) of a "typical" refugee family (from the students' native country) including the family members' backgrounds and ages. Students indicate how the family moved from their homeland to a border camp and, finally, to a refugee processing center.
- Have the students draw pictures or use puppets to explain the details of this family's life, keeping the story moving until the family is boarding an airplane bound for the U.S. (Ask each student to create at least one part of the story.)

- At this point in the story, stop the narrative and ask the students:
  - * What does this family need to know?
  - * What do the family members need to know how to do once they arrive in the U.S.?
  - * What is going to happen to this family?
  - * What problems will this family have immediately? Later?
- Distribute blank paper. Instruct students to list or draw answers to the above questions. They can do this individually or in small groups.
- Have everyone form a large group to share ideas of what this family needs to know and know how to do. Lead a Brainstorming session

(see Techniques) in which students expand their lists. Ask questions, if necessary, to elicit more specific responses. List on the blackboard the topics and skills the students feel are important.

- Change the focus from the student-created refugee family to the students themselves. Ask what they feel they need to study in C.O. class. What do they expect to study and learn how to do during this course? Are there topics that are different from those already mentioned?
- Write their suggestions as objectives for the class (e.g. "We will learn how to ask for directions."). If significant areas are missing from their lists (e.g. using health care facilities, interpersonal relationships--communicating with a doctor, sponsor, teacher, landlord, neighbor), offer the additional topics, helping them see the relevance to their lives in the U.S.
- Record these objectives as reference for students as you move from topic-to-topic throughout the course.



We will learn how to use electrical appliances.

We will learn how to greet Americans appropriately.

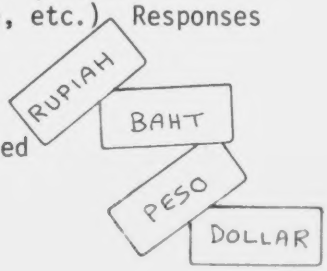
b Guide's View/Traveller's View.- Students describe knowledge and skills needed to survive in their native country and state expectations of topics to be covered in the cultural orientation program.

- Have the students form groups according to the living situation in their native country (e.g. rural village, small town, large city). Distribute newsprint and a marker to each group.
- Ask them to imagine that you--the teacher--or an "unknown" American, are going to move to the students' hometown or village. The students will serve as guides and must list or draw the important things they will teach you so that you will be able to survive in the new environment.
- When the lists are completed, have everyone form a large group. Ask the small groups to present and explain their lists.
- Ask the students to consider what they know about living in their native country, and what they have heard about living in the U.S. (from letters, movies, hearsay, etc.) and suggest what they will need to know and know how to do in order to survive in their new country.
- List their suggestions as objectives for the class. Add or clarify information and suggestions, as needed.
- Record these objectives as reference for students as you move from topic-to-topic throughout the course.

2 Cultural Exploration

Cultural Adjustment Skills. Students describe survival skills they have used or developed in adjusting to life in the refugee camp.

- Explain that the class will focus on life in the refugee camp for awhile. If available, post or distribute some pictures of refugees performing daily routines in the students' refugee camp. Allow students to examine the pictures and identify the activities in each.
- Ask the students to compare their daily lives in the camp with their lives in their native country. What are they required to do in the camp that they didn't have to do before? What do they choose to do in the camp that they didn't do in their homeland?
- Instruct each student to state at least one thing he or she has learned to do in order to "survive" in the camp. (Answers will differ according to student background, sex, age, etc.) Responses might include:



* speak a foreign language
* use different currency
* pick up food and supplies on scheduled days and at scheduled times
* go to school/study
* cash money orders
* shop at the market
* wash own clothes
* interact with foreigners (health workers, teachers, etc.)
* find out where to go for different services (health, post office, etc.)

- List responses on the blackboard. Review each answer and ask stusents to explain how they learned to do these things. Did someone teach them? Who? How? Did they learn by themselves? How?
- Refer students to the skill and topic areas they mentioned as important in the Pre-Test. Are any of the skills similar to those they have learned by themselves in the camp (e.g. using different currency, interacting with foreigners)? How will they be able to learn what they will need or want to do in order to survive in the U.S.?

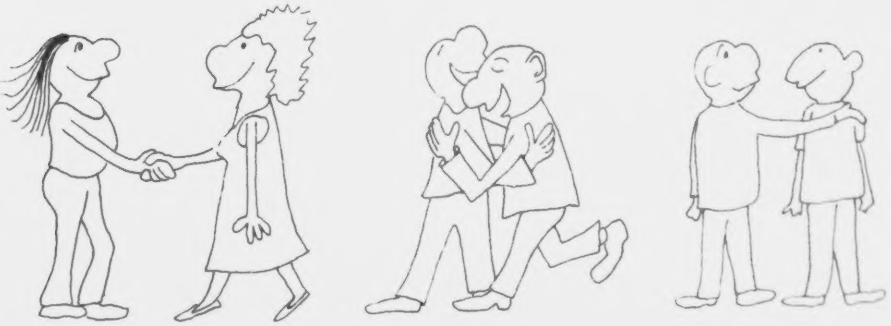
3 Greetings

a Role Plays. Students practice greeting "Americans" according to American custom in simulated situations.

- Stage an Unexpected Event(see Techniques) in which an "unknown" American enters the classroom, says "Excuse me," and stands by you. Introduce the guest by saying, "This is ________," (first name). Wait for student response.
- Take note of what the students say to or ask the guest (whether in English or through translation). If the students remain silent,

ask them what they want to say or ask. After a few minutes, the guest says, "Excuse me," again and leaves the classroom.

- Review the importance (mentioned in the previous activities) of knowing how to interact appropriately with people in the U.S. How did they feel when they were expected to communicate with this "foreigner?" Were they afraid? Excited? Confused? Confident?
- Explain that in the U.S., they will be interacting with people in a variety of different circumstances (as friends, co-workers, employers, employees, students and teachers, customers and clerks, etc.), just as they interacted with people in their native country--but customs may be different.



- Perform two pairs of role plays with the classroom aide. In the first pair, close friends meet on the street. In the second pair, a boss and an employee meet by accident on the street. Perform each role play once as if two people of the students' ethnic group were meeting and once as if it were two Americans. Instruct the students to watch carefully.
- After each role play, ask comprehension and interpretation questions:
    * What happened?
    * Who spoke first?
    * What did each person say? (note the tone of voice)
    * What did each person do? (note the physical actions)
    * What can you say about their relationship?
    * How do you know?
- After performing one pair of role plays, ask:
    * What are the similarities between the way friends greet each other in your native country and the way they greet each other in the U.S.?
    * What are the differences?
    * Why do you think these particular similiarities or differences exist?

Repeat with the next pair of role plays. Have students role play greetings between people with different kinds of relationships as if they were in their native country and in the U.S.

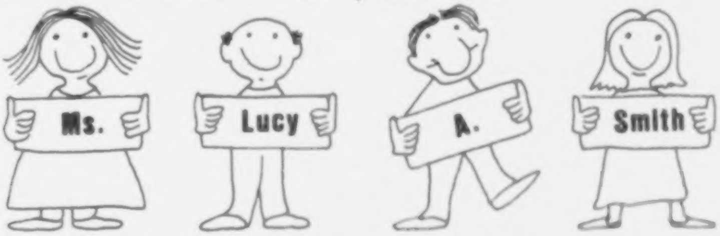
- Ask the students to consider the following:

  * Did their parents greet each other in their native country 30 years ago the way they greet each other in the refugee camp? Why or why not? What might cause customs to change (lifestyle, occupation, status, etc.)? Remind them that customs "evolve," they may not stay exactly the same forever even within one cultural group. The transition to interacting with Americans according to American custom is just another step in "evolution"--the process of change.

b Titles and Introductions. Students practice introducing each other according to American custom.

- Orally present the titles (Ms., Mr., Miss, Mrs., Dr.), their placement with a name and American name order. Write the titles on one side of the blackboard. Draw stick figures on the other side representing a man alone, a woman alone, a man and woman together and a doctor. Have students match titles to the corresponding pictures. (Note: Mr., Ms. and Dr. can apply to more than one picture.)

- Distribute name strips to students on which parts of full names (e.g. title; first, middle and last name) are written. Use names from their culture and American names. Instruct students to stand up, show the names and/or titles on their papers and line up in the proper name order according to American custom. Allow other students to correct their positions.



- Recruit volunteers to introduce each other to you according to *their* custom (name order, title, physical behavior etc.).

- Explain that you and the classroom aide will demonstrate introductions according to American custom. Introduce the classroom aide to one student using American name order and titles. (The classroom aide can initiate a handshake.) Repeat this with another student of the opposite sex. Ask the students to describe what happened: Who was introduced first? What did the people say to each other? What did they do? How did I introduce them? What did I say? What was the same as your style of introducing people? What was different?

c What Shouldn't I Say? Students identify appropriate and inappropriate questions to ask an American they don't know very well.

- With the classroom aide, present the Jazz Chant, "Personal Questions" (see Appendix) in which students practice asking and responding to a series of questions. Explain the unfamiliar vocabulary words.
- Ask students to describe the reactions of the person answering the questions. What is the person's reaction in the beginning? What is the person's reaction at the end? Why?
- Have students identify questions in the Jazz Chant which are appropriate and those which are inappropriate to ask an American one doesn't know well, and to explain why certain questions may be considered impolite. Ask them to give examples of questions they would ask a casual acquaintance or someone they meet for the first time according to their customs. List the similarities and differences on the blackboard and review them with the students. Add to those mentioned, if necessary.

4 Policies and Rules

Here We Go. Students identify and describe classroom rules and policies.

- Introduce this activity by briefly explaining that clarifying some classroom rules and program policies may be helpful so that people know what is expected of them during the C.O. course.
- Lead a Brainstorming session (see Techniques) in which students name some general classroom rules they think would be helpful to establish. List these on newsprint. Review the suggestions, having students describe the benefit or reason for each.
- Explain program policies related to attendance (e.g. required excuse forms for absences, number of absences allowed, consequences for not observing rules or policies). Encourage students to ask clarification questions.

5 Assessment

Goals. Students set goals, along with the teacher, for what they will study in the cultural orientation program.

- Refer students to the goals they stated for themselves in the Pre-Test. Elicit other topic or skill areas they may want to add to the original list by asking the following questions:
  - * What did we do today in class?
  - * Why do you think we did these things first (early in the C.O. course)?
  - * What in today's lesson will be useful for you (and the refugee family created) to know how to do in the U.S.?
- Review the list with the students.

Notes

Preparation

Rehearse the purpose, content and procedure of the role plays with the classroom aide ahead of time.

Language

Advanced Vocabulary. neighbor, boss

Advanced Structures. How's it going? About the same. Fine. What's up? What's new? Nothing much. Not bad.

Variations

For the Cultural Exploration activity, present a slide show (see Techniques) of refugees performing daily routines and tasks in the students' refugee camp. Ask students to identify the skills that refugees in the slides are demonstrating.

Expand the "greeting" role plays to include appropriate questions to ask a new American acquaintance.

Call attention to the fact that the initial activities were student-centered and have students consider why that was important.

Appendix

handout: Jazz Chant (Personal Questions), page 385

Concerns

It takes time for students to become aware of your teaching style (e.g. method of giving instructions) and expectations. Students who are unfamiliar with a student-centered participatory approach to learning may find it awkward or difficult to offer ideas and information and to participate in role plays at the beginning of the course. It is especially important, then, to keep questions as specific and focused as possible and to introduce and demonstrate role plays as clearly and simply as possible. Be sure to design activities initially in ways that will ensure the students' success (e.g. providing information about themselves or about subjects which they are sure to be able to give or do; avoiding "trick" questions).

The needs assessment (Pre-Test) is a useful activity to use throughout the course as a means of helping the teacher plan where to begin within a given topic and what to teach.

This lesson is closely related to Lesson 1, "Teacher/Student Relationship," and it may be effective to mix and match aspects of both lessons as you think appropriate, teaching the two over a series of two to four days.

Bits and Pieces

1 *What Will We Study In Cultural Orientation Class?*

2 *Assessing Needs and Setting Goals*

A valuable aspect of cultural orientation is the assessment of learner needs in which the students determine what they need to know and the teacher guides them in discovering what is important for them to learn. Once they have identified their wants and needs in order to "settle in" in the U.S., the students, with the teacher, can set goals or objectives for what they will learn in C.O.

By helping students identify what it is they want and need to know, the teacher creates additional motivation for students' learning. They will want to study, explore and participate in order to learn because they will see a reason, a need for learning.

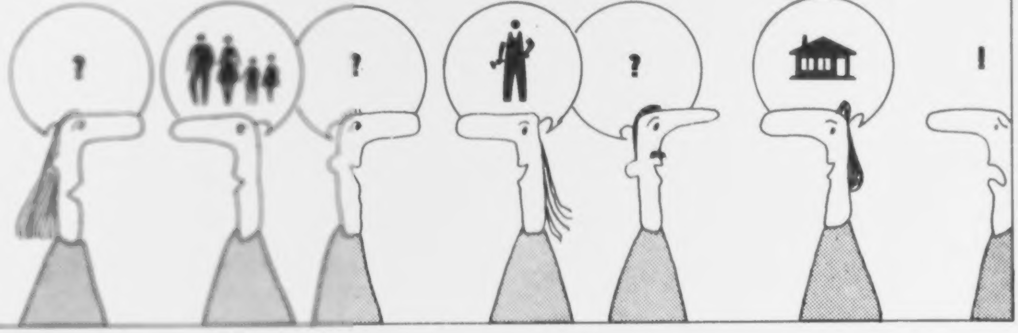
The needs assessment and goal setting process provide a means for teachers of cultural orientation to acknowledge their students' ability to know what is best for themselves and to show their respect for their students as individuals and as adults.

Students should have the opportunity to assess their needs in terms of their overall resettlement and express what they think is important for them to learn in C.O. The needs assessment and goal setting process can be repeated throughout the term to assess what students know about life in the U.S. related to any given topic.

3 *Communicating*

Integral to finding things out in a new environment is communicating with people whether it be asking for assistance, offering advice or starting a friendship. Learning to communicate in a new cultural setting is not easy. Unfamiliar words, gestures, customs, attitudes and values combine to make "communicating" a difficult process. In C.O., students learn important cultural information and develop skills that they can use to figure out what they need and need to do.

Developing skills to communicate with people (health providers, neighbors, store clerks, classmates, bosses, teachers) should be a priority of teachers and students.



4 *Name Titles*

Title	*Ms.*	*Mr.*	*Mrs.*	*Miss*	*Dr.*
Pronunciation	*"mizz"*	*"mister"*	*"missuz"*	*"miss"*	*"doctor"*
Use	*all women*	*all men*	*married women*	*unmarried women*	*medical doctors* *academic doctors (Ph.D.)*

Titles are spoken and written before a person's full name or family (last) name, not before only the given (first) name.

MS. SARA BETH JONES

MR. BROWN

DR. ALICE SMITH

The family (last) name preceded by a title is used in formal situations or when addressing an older person. The given (first) name or nickname is informal and used whenever possible.

5 *Greetings. When people meet they may:*

shake hands. People shake hands firmly and look each other in the eye. Women, men, older and younger people shake hands with each other.

hug. This is a way to show affection between close friends and relatives. Men and women hug, women hug each other, but men do not usually hug other men.

kiss. This is another way to express a feeling of friendship. Again, women and men may kiss "hello" or "good-bye," women and women may kiss, but men don't usually kiss other men.

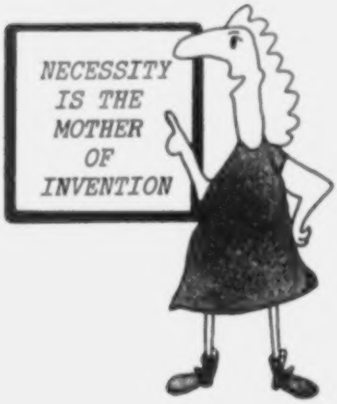
6 *Introductions. Some general guidelines:*

Women or older people are generally introduced first in formal situations as a sign of politeness and respect.

The people being introduced to each other usually shake hands and repeat the name of the person they are meeting. ("Hello, Sam. It's a pleasure to meet you.") They look each other in the eye, too.

In social situations, it is considered impolite if strangers are not introduced to everyone present.

Planning

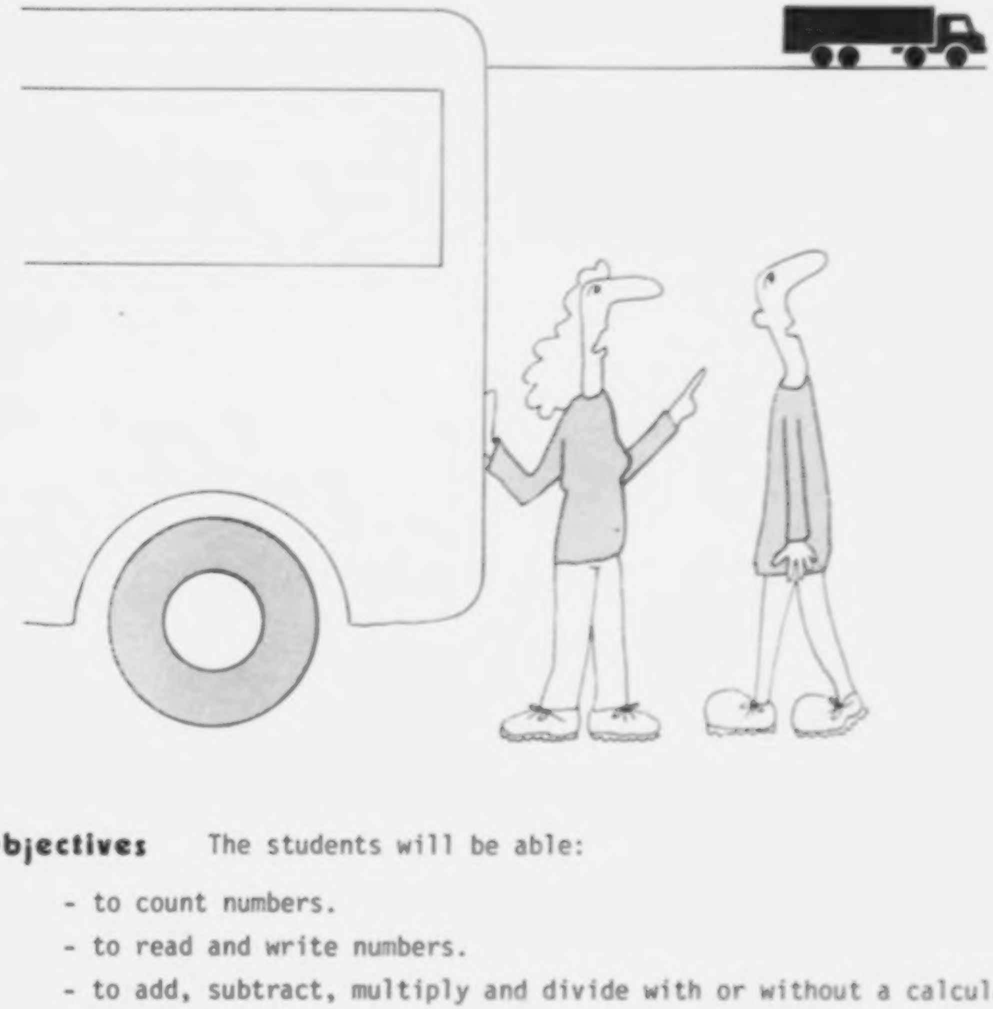

NECESSITY
IS THE
MOTHER
OF
INVENTION

Lesson 3

Numbers and Math

"Put six boxes on this truck and eight boxes on that one."

A knowledge of numbers, counting and simple math is important for many jobs, for shopping, using money and getting around town. In this lesson, students practice reading, writing, counting and computing numbers.



Objectives The students will be able:

- to count numbers.
- to read and write numbers.
- to add, subtract, multiply and divide with or without a calculator.
- to divide a given quantity or object into 2, 3, 4, 8 or 10 equal parts.
- to read, write and identify fractional amounts.

3

Numbers and Math

Rationale

Every day, people deal with numbers. They must tell a landlord how many people will live in their house, count the days until their phone bill must be paid, read the clock to be certain they get to work on time, compute the price of items to find out if they can afford them and write numbers, addresses and birthdates on forms. Familiarity and confidence working with numbers establishes a base for development of other skills including telling time, counting money and weighing and measuring things.

Skills

numeracy: counting and computing

numeracy: reading and writing

Materials

Item	Quantity	Activity
large newsprint (with numbers)*	1 per class	1a
handout: math test*	1 per student	1b
spinner boards*	2-3 per class	3a,4b,4d
spinner cards*	2-3 per class	3a,4b,4d
bottlecaps	100 per class	3a,4b
Snakes and Ladders board and dice*	1 each per class	3b
number cube (with dots)*	1 per class	3c
flashcards:numbers (1 - 6)*	2 each per class	3c
flashcards:numbers(.1 - .9)*	1 each per class	4d
long orange cuisinaire rod	1 per student	4d,4e
short white cuisinaire rod	7 per student	4d,4e
blank paper	1 per student	4e
black cardboard circle*	1 per class	4e
green cardboard circle*	1 per class	4e
scissors	1 per class	4e
flashcards:fractions*	15-20 per class	4e
worksheet: math*	1 per student	4f
calculators*	1 per student	5a,5b
glass jar filled with candy*	1 per class	5a
concentration game cards*	15-20 per class	6

* preparation needed before class

Language

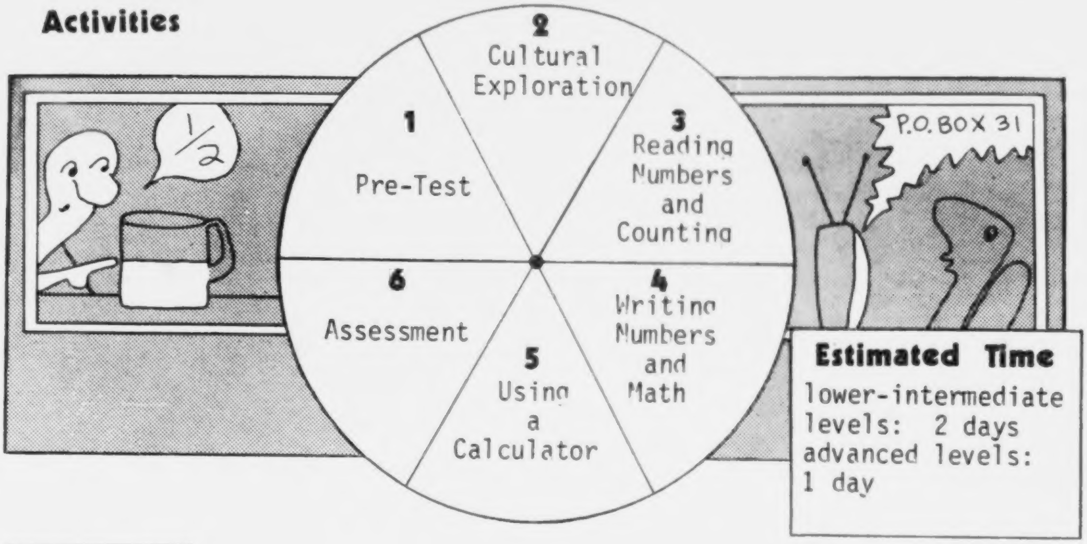
Five plus one equals six.

Five minus one equals four.

Find 2. Push the button.

Vocabulary	Literacy
number (s)	NUMBER
plus	(1 - ?)
minus	(decimals)
equals	(fractions)
on	ON, PUSH
push	CLEAR, EQUALS

Activities



Estimated Time

lower-intermediate levels: 2 days
advanced levels: 1 day

1 Pre-Test

a Number Recognition. Students locate numbers on a poster in response to oral directions.

- Post a sheet of newsprint with 10-15 different numbers on it. (For beginning classes, review each number aloud.) Divide the class into two teams. Ask one representative from each team to stand in front of the newsprint, back toward the numbers.
- Say a number. The first to turn around and touch the correct number scores a point. Continue until each student has played once or twice.
- Vary this by giving simple addition or subtraction problems and having students locate the correct answer on the newsprint.

126 21
63 988 36
89 40 2,004
11 7
71
5 899 1,009 14

b Math Test. Students compute math problems on paper.

- Distribute math tests. Have students complete the tests individually. Correct the papers by having some students write the answers on the blackboard.
- Have confident students teach the others by working out the problems in front of the class.

2 Cultural Exploration

Questions. Students identify the need for knowing numbers and math in their native country, the camp and in the U.S.

- Ask individual students what daily activities in their homeland or in the camp involved numbers, counting or computing. Possible responses:

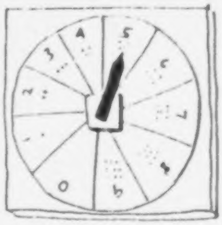
Homeland	Camp
*count amount of rice or grain harvested	*report ID number to pick up food
*measure cloth	*tell time to know when class begins
*count stitches	*use money to make purchases
*use money to make purchases	*cash money orders from relatives

- Brainstorm (see Techniques) a list of activities that involve numbers, counting or computing in the U.S.

3 Reading Numbers and Counting

a Spinner 1. Students count dots and bottle caps in amounts from one to nine.

- Play a Spinner game (see Techniques). Have students spin the arrow, count the dots, read aloud the number indicated and take that number of bottlecaps.

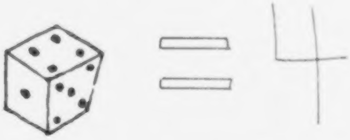


b Snakes and Ladders. Students read numbers, in order, from 1-100.

- Play Snakes and Ladders (see Techniques). The boards should have one number in each box, from 1-100. Players throw the dice and move along the lines saying each number aloud. The winner reaches 100 first.

c Dots and Numbers. Students match the correct number of dots with a written number and show equality using the equals symbol (=).

- Have students throw a cube with a different number of dots on each side. The students then find the matching number flashcard and place the equals (=) sign between the cube and the card on the table.



- Ask the students to read the number sentence aloud (e.g. four equals four).

d Buzz. Students count from 1-100.

- The first student says "one." The second student says "two." The third says, "Buzz," instead of saying "three." Three, or any number with three in it, cannot be said (e.g. 23, 13, 93). Whenever a mistake is made, the students must start again at one.

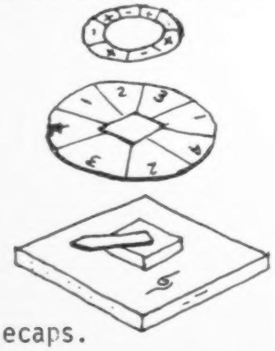
4 Writing Numbers and Math

a Writing Numbers. Students write correct numbers in response to oral directions.

- Divide the class into two teams. Hand one representative from each team a piece of chalk. Say a number. The first player to write that number on the blackboard correctly scores a point.

b Spinner 2. Students add and subtract using numbers 1-4 and the symbols + and -.

- Play a Spinner game (see Techniques). Have students each take 10 bottlecaps and spin the arrow. Students must read aloud the symbol (+ or -) and the number. They then add or take away that number of bottlecaps using the pile of bottlecaps belonging to the next person, or a pile in the middle of the table.



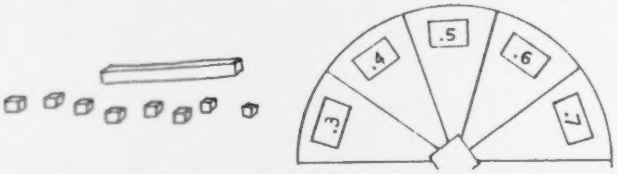
- Continue until one person runs out of bottlecaps.

c Plus and Minus. Students compute math problems without using pencil and paper.

- Explain that the students must add 2 to any number you say. Point to a student and say, "3." The student answers, "3 plus 2 equals 5."
- Vary this by changing the instructions to subtract, multiply and divide.

d Decimals. Students read numbers with decimals and identify parts of a whole from one-tenth to nine-tenths.

- Place a card with the number 1 next to a long orange rod to show the "whole." Have students match the number cards .1 to .9 with the right number of small white rods ("tenths").
- Play a Spinner game (see Techniques). Students spin the arrow, read the number of tenths indicated and take that many white rods.



- Continue until someone gets exactly ten tenths, no more. That student exchanges the ten tenths for an orange rod, the "whole."

e Fractions. Students identify equal parts of a whole and read fractions.

- Fold a piece of paper to make two equal parts. Instruct students to do the same. Then fold it again to make four equal parts. Define and explain the terms, "one-half" and "one-quarter."

- Show two large circles, one of black cardboard and the other green. Cut the green circle into equal pieces. Have students practice adding green pieces on top of the black circle until it is covered.
- Repeat Activity 4d, "Decimals," using fraction flashcards instead of decimal flashcards.
- Conduct a Station-to-Station activity (see Techniques) in which students match written fractions (on flashcards) to objects that are half-full, one-third complete, etc., in different corners of the room. Sample objects might include jars of water, paper "pie" circles, etc.

f Math Worksheet. Students complete math problems on paper.

- Distribute the handouts. Proceed as in Activity 1b, "Math Test."

5 Using a Calculator

a Adding. Students add using the calculator.

- Show the class a glass jar filled with candy. Ask them to guess how many pieces of candy are in the jar and write their answers down.
- Take a piece of candy from the jar. The students press 1 on the calculator. Take a second piece of candy. Students press the PLUS button and then the 1 again. They then press the EQUALS button and read the number.
- Repeat until all the pieces of candy are counted. Compare the actual total with the guesses.
- Advanced classes may want to count the pieces of candy in groups of two, three or five.

b Math and Machine. Students compute math problems using the calculator.

- Write a math problem on the blackboard. Make it simple or complex but appropriate to the level of your class. Students compute the answer using the calculator. Continue with other problems.
- Vary this by dividing the class into teams and having a competition.

6 Assessment

Concentration. Students match a variety of math problems to the correct answers.

- Play Concentration (see Techniques). Prepare cards with math problems and corresponding answers. Allow the team choosing cards to work out the problem on paper. They must turn their paper over and put their pencils down when the other team is picking cards.
- Vary this by preparing cards with pictures of "parts" of a whole and the corresponding fractions.

Notes

Preparation

Decide how many numbers you can expect your class to master (e.g. 1-20, 1-100) and refine your objectives accordingly.

Put 35-40 "wrapped" pieces of candy in a glass jar for the "Adding" calculator activity.

Prepare math problems appropriate to your students' abilities for the "Math and Machine" calculator activity, the "Math Test" and the "Concentration Game." Be sure to work out the answers ahead of time.

The Spinner board games each require a separate spinner card.

Prepare fraction flashcards which include the following: 1/10, 9/10, 1/2, 1/5, 2/3, etc.

Language

Advanced Vocabulary. addition, subtraction, multiplication, division, times, divided by, fraction, decimal.

Variations

As a beginning calculator activity, distribute one calculator to each student. Have students press the ON button. Say a number two times. The students find the number spoken on the calculator, press it and read it aloud. They then press the CLEAR button and wait for the next number.

Some activities in Lesson 4, "U.S. Currency," can be used for counting and math practice by changing the money amounts to plain numbers.

Follow-up

Incorporate some "numbers" activities throughout the lessons.

Concerns

For pre-literate students, the ability to read and write numbers may take a long time to develop. Patience and practice are essential.

Students confident in their math abilities may be especially interested in reviewing math functions and in learning the appropriate English terms and phrases.

Bits and Pieces

1 *Some number systems use commas and periods differently than they are used in the American system. In the U.S., a comma is used to mark "thousands" and a period is used to mark decimals.*

1,000	"one thousand"
106,273	"one hundred six thousand two hundred seventy-three"
30.5	"thirty and five tenths" or "thirty point five"
2.86	"two and eighty six hundredths" or "two point eight-six"

2 MATH LANGUAGE

Function	Verb	Numbers	Number Sentence
addition	add	$\begin{array}{r}2\\+\ 2\\\hline 4\end{array}$	Two plus two equals four.
subtraction	subtract	$\begin{array}{r}4\\-\ 2\\\hline 2\end{array}$	Four minus two equals two.
multiplication	multiply	$\begin{array}{r}3\\x\ 2\\\hline 6\end{array}$	Two times three equals six.
division	divide	$3\overline{)6}$ with quotient 2 $6 \div 3 = 2$	Six divided by three equals two.

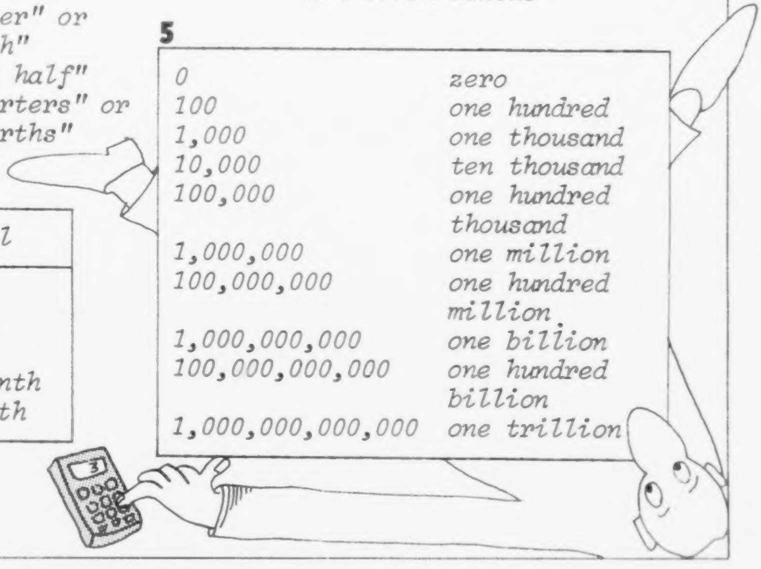
3 Fraction

2/5	"two fifths"
1/2	"one half"
1/4	"one quarter" or "one fourth"
1 1/2	"one and a half"
3/4	"three-quarters" or "three-fourths"

4 Decimal

1.7	"one point seven" or "one and seven tenths"

5

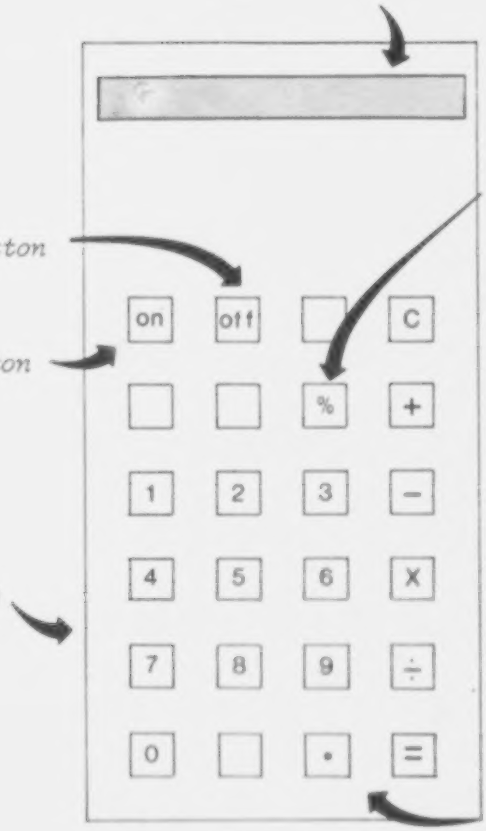


0	zero
100	one hundred
1,000	one thousand
10,000	ten thousand
100,000	one hundred thousand
1,000,000	one million
100,000,000	one hundred million
1,000,000,000	one billion
100,000,000,000	one hundred billion
1,000,000,000,000	one trillion

6

Cardinal	Ordinal
1	first
4	fourth
10	tenth
16	sixteenth
60	sixtieth

7 THE CALCULATOR



Find the answer here.

Use this button to compute percentages.

The OFF button

Push the CLEAR button when you want to start again.

The ON button

Press + to add numbers.

Press - to subtract numbers.

The numbers

Press X to multiply numbers.

Press ÷ to divide the numbers.

Press = to compute the answer.

The decimal point.

8 Some calculators are simple. Others may be very complex. All include the four basic math functions:

- addition
- subtraction
- multiplication
- division

9 People use calculators to:

- make monthly budgets
- calculate income tax
- total checks and recheck bank statements

10 Calculators are inexpensive, readily available and serve many purposes. Students find them helpful. Some people take calculators along while shopping to compute the cost of their purchases. Some jobs require people to use calculators.

3 Numbers and Math

Planning

IT'S SIX OF ONE AND HALF-A-DOZEN OF ANOTHER

Lesson 4

U.S. Currency

"This costs $2.75. You only gave me $2.30."

Using bills that are all the same size and color and coins that have no number value written on them (in symbols) can be confusing and frustrating. This lesson lets students practice using real U.S. currency to recognize value, count money, make purchases and give and count change.

Objectives The students will be able:

- to identify and define "penny," "nickel," "dime," "half-dollar" and "dollar."
- to count U.S. money.
- to give and count change.
- to read and write money amounts using both the ¢ sign and the $ sign.

4 U.S. Currency

Rationale

In the U.S. almost everybody must use money to get survival needs such as food, clothing and housing. Being able to recognise and count currency and written money amounts can help people function independently and protect themselves from mistakenly paying too much and giving (or accepting) the wrong amount of change.

Skills

numeracy: reading and writing

numeracy: counting and computing

literacy: visual discrimination

Materials

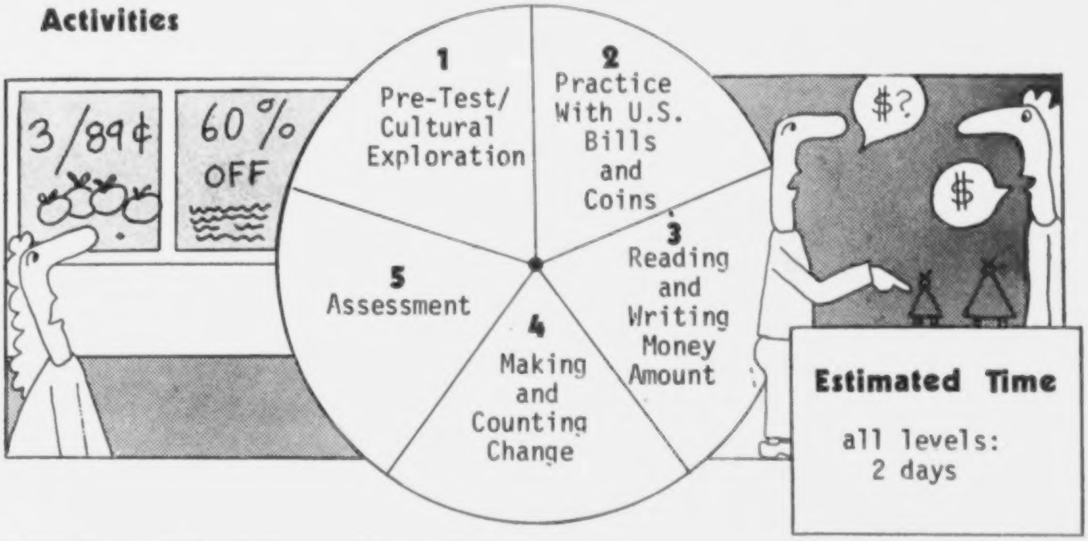
Item	Quantity	Activity
real U.S. coins and bills	as available	all
"play" money U.S. bills	as available	2a,2c,2d, 4b,4c
"play" money U.S. coins	as available	2a,2d,4a, 4b,4c
poster: real U.S. coins*	1 per class	2b
spinner boards	2-3 per class	2c,3a
spinner cards*	4-6 per class	2c,3a
worksheet: reading*	1 per student	3b
worksheet: writing*	1 per student	3c
dart board game*	1 per class	3d
darts	4 per class	3d
store items/price tags*	15-20 per class	4b
money cubes*	2 per class	4c
Tic-Tac-Toe money word problems*	1 game per class	5

* preparation needed before class

Language

	Vocabulary	Literacy
How much is it? It's $1.50. Here's $2.00. Thank you.	numbers 1- ? dollar(s) cent(s) money	$ ¢ (money amounts)

Activities


3/89¢
60% OFF
$?
$
1 Pre-Test/ Cultural Exploration
2 Practice With U.S. Bills and Coins
3 Reading and Writing Money Amount
4 Making and Counting Change
5 Assessment

Estimated Time

all levels:
2 days

1 Pre-Test/Cultural Exploration

Money Comparison. Students compare money from their native country or country of asylum to U.S. money in order to determine how to recognize the differences among U.S. bills & U.S. coins.

- Have individual students describe each bill from their native land (or from the country of asylum) in terms of size, color, picture and value. Repeat with U.S. bills. Introduce the coins the same way.
- Ask students how they learned how to count and use the money in their country of asylum. Did someone teach them? Who? Did they teach themselves? How? How do they think they will become confident using U.S. money?

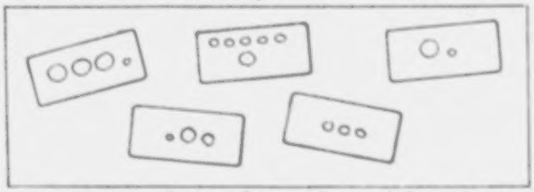
2 Practice With U.S. Bills and Coins

a Familiarization with U.S. Money. Students identify each bill and coin according to its value.

- Put a pile of bills on each table. Pick up one bill at a time, stating the name and the value. (For very low-level classes, state only the value the first time through. Introduce the names later.)
- Instruct students to follow your oral directions (e.g. "Pick up $1.00." "Show me $5.00.").
- Repeat the activity using coins.
- Expand on this by including information about the people and pictures on the money.

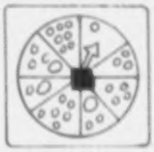
b Poster Game. Students match coin combinations to their correct value.

- Put the poster with a variety of coin combinations on the wall. Divide the class into two teams. Each team sends a player to the poster.
- Say a money amount. The first player to point to the corresponding coin combination scores a point. Continue until everyone has played.



c Spinner 1. Students compute the value of combinations of coins up to $1.00.

- Play a Spinner Board game (see Techniques). Place coins on the spinner card.



- Students spin the arrow and take the amount indicated. The first student to get one dollar or more wins.

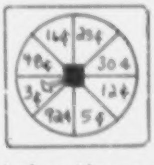
d Money Pick Up. Students recognize and count bills and coins in response to oral instructions.

- Have the students form three or four groups. Place a pile of bills & coins on each group's table. Say a money amount. The first group to present the correct amount of money is the winner.

3 Reading and Writing Money Amounts

a Spinner 2. Students read money amounts and pick up coins of the same value.

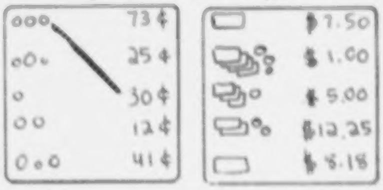
- Bring in U.S. coins. Play a Spinner Board game (see Techniques). Use a spinner card with various amounts of money under a dollar.



- Students spin the arrow and take the amount of money indicated.

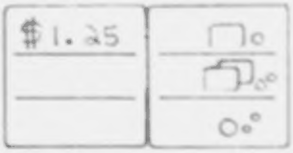
b Reading Worksheet. Students match written money values to pictures of coins and bills.

- Distribute worksheets to each student. Have students complete them individually.



- Correct the worksheets together.

c Writing Worksheet. Students write equivalent money amounts next to pictures of bills and coins.



- Give each student a worksheet. Students count the amount of money shown and write the amount beside the pictures.
- Correct the worksheets together.

d Dart Board. Students read money amounts and count the equivalent amount of bills and coins.

- Play a Dart Board game (see Techniques). Each person throws the dart once, multiples the amount hit by 100, and counts out that amount of money from a pile on the table. The winner is the person with the most money.
- Vary this by having a competition among teams, adding the amounts of each team member and comparing with the totals of the other groups.

e Writing Money Amounts. Students write money amounts in response to oral instructions.

- Ask three students to come to the board and take a piece of chalk. Say a money amount. The first person to write that amount correctly is the winner.
- A variation is to have a dictation for the whole class. Keep a list of the amounts you say. Correct the papers together.

4 Making and Counting Change

a Whole Dollars. Students make change using dollar bills.

- Place piles of one dollar bills on the table in front of groups of 4-5 students. Hold up a five dollar bill. Tell the students that you will give each group a five dollar bill. Each group must then give you the same amount of money from the pile in front of them.
- Repeat the above procedure with a ten and a twenty dollar bill.

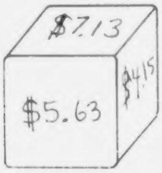
b Role Play. Students practise purchasing items and making and counting change.

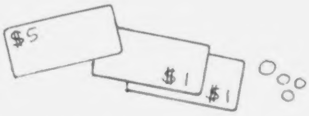
- Set up a store for a role play. The store should have many items, all with price-tags, and none priced above $19.00. Give each student $20.00. Ask one student to come to the store, pick out an item and pay for it.
- Take the $20.00, repeat the price of the item clearly and count aloud as you gather the change. The student then counts the change aloud.
- Let a student become the seller and another the buyer.

- If you are able to assist or observe two groups at once, set up a second store to involve more students.

c Money Cubes. Students make and count change.

- Distribute the same amount of bills and coins to each of four groups. Match two teams to compete against each other. Each pair of teams takes a large money cube.





- One team rolls the cube. The opposing team must give the amount indicated to the team that tossed the cube. If the team giving the money doesn't have exact change, the receiving team must take the money and return the proper change.
- Each team rolls three times. The winning team is the one with the most remaining money.

5 Assessment

Tic-Tac-Toe. Students play the game to compute total expenses.

- Play Tic-Tac-Toe (see Techniques). Prepare money word problems for them to solve in order to earn their squares in the game. Example: You bought two pens for 23¢ each, and a notebook for $1.15. How much money did you spend?

Notes

Preparation

The day before this lesson, ask students to bring money from their native country or country of asylum to class.

Tape real coins in varying combinations onto a poster for the "Poster Game."

Spinner cards for each game must be prepared in advance.

For the "Money Cubes" game, be sure that all of the cubes have the same money amounts written on them.

Language

When asking someone for change (for a dollar, five dollars, etc.), it is polite to thank the person even if he or she doesn't have the change. (Ex: "That's OK. Thanks anyway.")

Advanced Vocabulary. change, bills, coins, penny, nickel, dime, quarter, half dollar.

Advanced Structures. "Do you have change for five dollars?"

Variations

Some activities in Lesson 3, "Numbers and Math" can be used for money practice by changing the plain numbers to money amounts.

Foreign Exchange. Ask students what the current exchange rates are for U.S. dollars and their native currency, or the currency of their country of asylum. Write these rates on the board for reference. Set up a role play in which a foreign exchange officer uses a calculator to determine how much money to give to customers when they present him or her with a specific amount of one currency to exchange for another. The class can compute the amount at their desks to check the accuracy of the foreign exchange officer.

Concerns

For pre-literate students, the ability to read and write money amounts may take a long time to develop. People coming from a barter economy (one in which items are exchanged for other items, not for money), may find the values of the various bills and coins hard to remember. Patience and practice are essential.

Using real U.S. money is preferable to using "play" money. However, there is a problem with loss of real money. Have at least one real sample of each bill and coin, if possible.

4 U.S. Currency

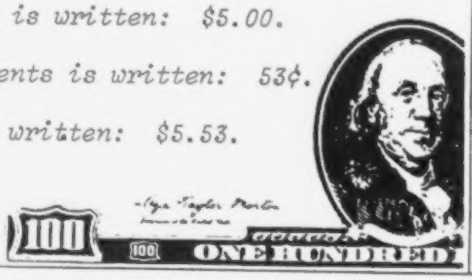
Bits and Pieces

1 *The basic unit of American currency is the dollar. The symbol is $. Each dollar is composed of 100 cents. The symbol for cents is ¢.*

Using the dollar symbol, five dollars is written: $5.00.

Using the cents symbol, fifty-three cents is written: 53¢.

Five dollars and fifty-three cents is written: $5.53.



2 *American Bills*

Value	*Pictures on front (F) and back (B) of bill*			
$1.00	*F:*	*George Washington*	*B:*	*Great Seal of the U.S.A.*
*$2.00**	*F:*	*Thomas Jefferson, 3rd President*	*B:*	*The Signing of The Declaration of Independence, 1776*
$5.00	*F:*	*Abraham Lincoln, 16th President*	*B:*	*Lincoln Memorial, Washington, D.C.*
$10.00	*F:*	*Alexander Hamilton, 1st Secretary of the Treasury*	*B:*	*U.S. Treasury Building, Washington, D.C.*
$20.00	*F:*	*Andrew Jackson, 7th President of U.S.*	*B:*	*White House, Washington, D.C.*
$50.00	*F:*	*Ulyssees S. Grant, 18th President of U.S., Commander of the U.S. forces in the Civil War*	*B:*	*U.S. Capital, Washington, D.C.*
$100.00	*F:*	*Benjamin Franklin, one of the founders of the U.S.*	*B:*	*Independence Hall, Philadelphia*

** not in common use*

3 *What's in a name? Slang terms for:*

Bills:

$ 1:	*buck* *greenback*
$ 5:	*fiver*
$ 10:	*ten spot*
$ 100:	*c-note*
$ 1,000:	*a grand*

Coins:

25¢:	*two bits*
50¢:	*four bits*

Paper Money: *a wad*
a roll
notes
folding money
green stuff

5
THE UNITED STA
6
X
+5678 A
FIVE DO

4 *American Coins*

Value	*Name*	*Picture on front (F) and back (B) of coin*
1¢	penny	F: Abraham Lincoln, 16th President, during the U.S. Civil War B: Lincoln Memorial, Washington, D.C.
5¢	nickel	F: Thomas Jefferson, 3rd President, author of the Declaration of Independence B: Monticello, Jefferson's residence
10¢	dime	F: Franklin Roosevelt, 32nd President, during the Depression and World War II B: Torch and flower
25¢	quarter	F: George Washington, 1st President, leader in the Revolutionary War B: Great Seal of the U.S.
50¢	half-dollar	F: John Kennedy, 35th President, assassinated B: Seal of the President of the U.S. or Independence Hall, Philadelphia
$1.00*	one dollar (silver dollar)	F: Susan B. Anthony, women's rights activist B: Apollo 11 moon landing

* not in common use

5 *How do you say $9.58?*

Nine dollars and fifty-eight cents.

Nine fifty-eight.

Nine dollars, fifty-eight cents.

6 *What's confusing?*

- The bills, regardless of value, are all the same size and color.
- The coins have no numbers on them to indicate their value.
- The dime, though worth more than the penny and the nickel, is smaller than both.

Planning

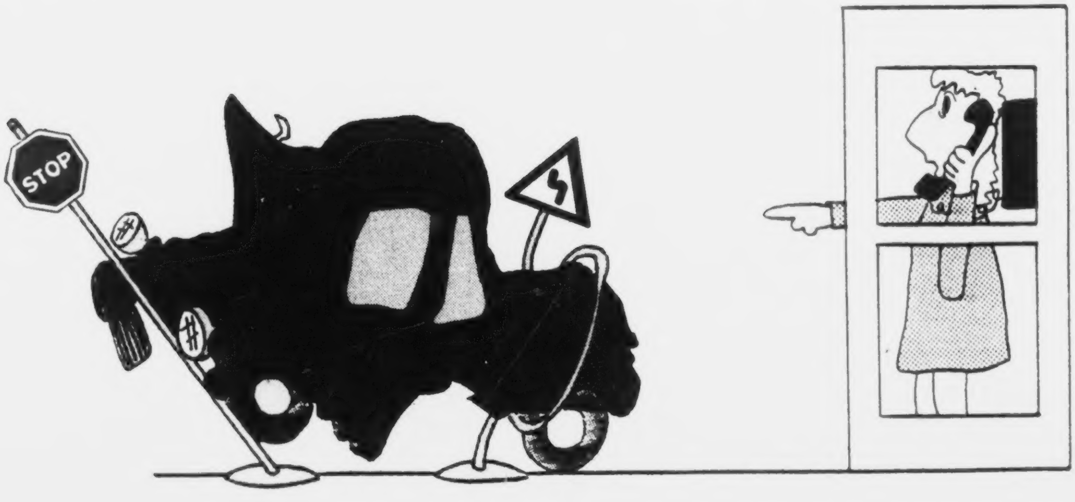
WE HAVE A
LUMP SUM
OF $100

Lesson 5

Using the Telephone

"Hello, I'd like to make an appointment for next Tuesday at 3 p.m."

As soon as refugees arrive in the U.S., they will have people they will need and want to contact by phone. In this lesson, students will practice making local phone calls using private and pay telephones.



Objectives The students will be able:

- to make a local telephone call using a private and public telephone.
- to make and receive telephone calls in a socially acceptable fashion according to American customs.
- to make and break appointments on the telephone.
- to make a phone call in an emergency situation.
- to locate telephone numbers and information in a phone book.

5 Using the Telephone

Rationale

Almost every home, office, school and business in the U.S. has a telephone. You can talk to almost anyone anywhere in the country if you have the person's telephone number. People use the telephone for convenience, to call friends or offices, to make appointments or to get information without having to travel across town. People also use the telephone in emergency situations. It provides fast contact with sources of help and support.

Skills

- clarifying information
- numeracy: reading
- sequencing steps
- communicating in English

Materials

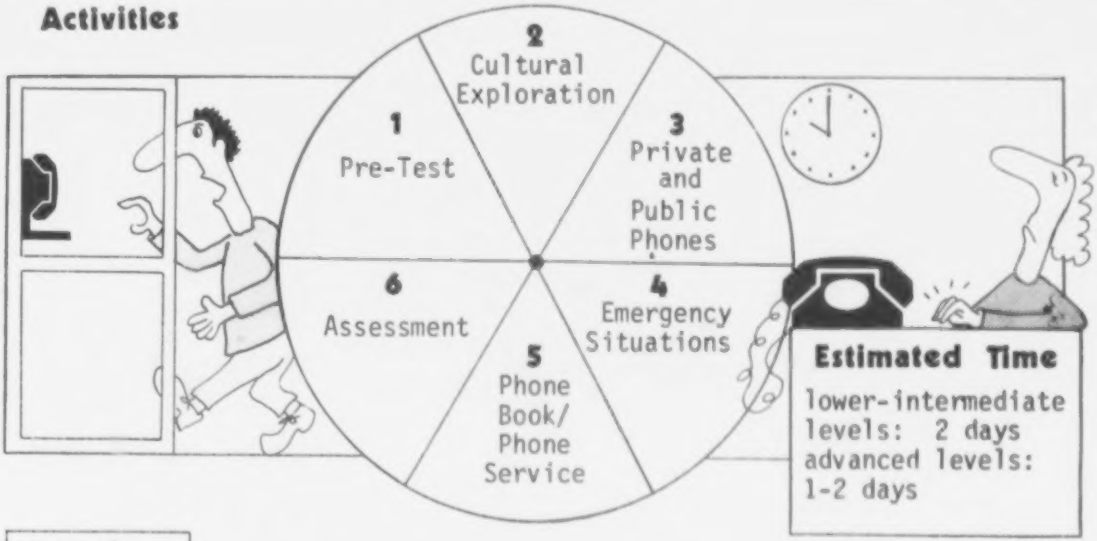
Item	Quantity	Activity
telephone intercom set	1 per class	1a
telephones	4 or 6 per class	1, 3, 4
map of students' native country	1 perclass	2
flashcards: numbers	7 cards per class	3a
paper dolls	4-5 per class	3a
cardboard public phone*	1 per class	3d
real U.S. coins (dimes, quarters)	4-5 per class	3d
telephone books	2 per class	5a, 5b
telephone book questions*	as desired	5
yellow pages worksheet*	1 per student	5b
flashcards: phone service steps	1 set per class	5d
Tic-Tac-Toe game*	1 per class	6

* preparation needed before class

Language

	Vocabulary	Literacy
My name is _____________. My telephone number is _____. My address is ________. Is _____ there? Yes, he/she is. No, he/she isn't. Excuse me, I don't understand. Please speak slowly.	telephone telephone number emergency fire robber burglar police thief operator dial hello good-bye help	PHONE TELEPHONE (symbol for telephone) NUMBERS 0-9

Activities



Estimated Time

lower-intermediate levels: 2 days
advanced levels: 1-2 days

1 Pre-Test

a Simon Says. Students demonstrate how to communicate at a distance using practice phones.

- Introduce the game "Simon Says." Allow a few students to take turns being "Simon." Vary the game by having "Simon" move outside the classroom, where the other students cannot hear him.
- Ask students to suggest how to solve the problem of not being able to communicate. Solution: Have one student talk to "Simon" on an intercom phone. Have that student relay "Simon's" orders to the class. Give all the students an opportunity to use the intercom.
- Show real telephones and ask students to describe (generally) how they work. Add any missing information. Note that almost every home, office or store in the U.S. has a telephone and that knowing how to use a telephone correctly is an important skill in the U.S.

b Telephones and Numbers. Students demonstrate how to make a local call.

- Place two telephones on a table. Ask one student to make a phone call to another student, and to write the imaginary phone number on the blackboard. Ask a second student to receive the call.
- Review all the following: the numbers [seven digits]; the dialing [done correctly]; the sounds [ringing sound at second phone]; the answer [appropriate].

2 Cultural Exploration

Communication. Students describe common means of local and long distance communication in their native country.

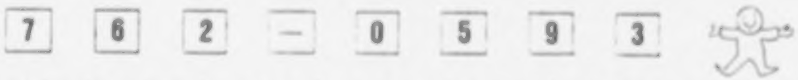
- Show a map of the students' native country (if appropriate at your class level). Ask some students to point to their hometowns and explain what messages they might need to communicate to people in other towns (e.g. weddings, births, change of address). How did they share that information with people in other towns or other countries?

- Ask who they contacted (e.g. doctor or midwife, relative, friend) and how they made that contact in their home towns. If they used a telephone, allow time to describe details of the system (e.g. public or private phones, number of digits, relative cost).
- Have students suggest the ways people communicate over short and long distances in the U.S. Ask them to share information they have heard about using telephones.

3 Private and Public Phones

a Dialing. Students demonstrate how to make a local telephone call.

- Place 7 number cards on the blackboard. Note that local phone numbers consist of 7 digits. Tape a paper doll next to the numbers to indicate the "owner." Assign an identity to the paper doll.



- Demonstrate step-by-step how to make a telephone call using a dial or push button phone.
- Put a second number and a second paper doll on the blackboard. Let the students assign an identity to the doll. Have one student make a call to another using the second phone number. Make sure the student says the numbers aloud as they are dialed.
- Continue with other 7 digit numbers until all students practice dialing.

b Making appointments. Students demonstrate how to make appointments.

- Ask students who they might want or need to call in the U.S. List the suggestions on the blackboard. Have students assign a telephone number to each person or place listed. Ex:

ESL teacher	281-6439	Police................	633-8543
Sponsor	872-9330	Ann Jones (a neighbor)	345-9876
Bo (a friend)	580-7216	Fire Dept.	766-5432
Doctor	578-0421	School	321-8989

Choose a number from the list and role play a telephone conversation with the aide, saying each number aloud as you dial it. Provide the proper sound effects. In your conversation, make an appointment to meet the aide on a specific date at a specific time.

- Explain the importance of using the telephone to make appointments (e.g. a friend, a doctor, a potential employer). Review information that should be exchanged when making an appointment. Have the class form four groups. Assign a situation to each group in which they need to make an appointment. Each group designs and practices its "conversation" and then two group representatives role play each conversation for the class, using the phones.

- List the information each group provides on the blackboard. After each role play, ask the class to decide if all the important information was given.
- Have students practice making phone calls to you. Speak very softly or too quickly. Have students practice asking for clarification.

c Breaking Appointments. Students demonstrate how to cancel or change appointments using a telephone.

- List information about an appointment on the blackboard.

Joan (ESL teacher)
Dinner at Joan's house
Friday, 7:00 p.m.

- Ask a student to role play making a call to cancel or change that appointment.
- Repeat the above activity with different appointment situations.

d Public Phone. Students demonstrate how to make a local phone call using a public phone.

- Show a cardboard model pay phone. Ask students what it represents, why they might use one and where they might find one.
- Have a student demonstrate how to make a call using a public phone or demonstrate the procedure yourself (step-by-step). Practice using the phone with real U.S. coins.
- Ask questions based on information listed on the pay phone.
  - * How much does a local call cost?
  - * What is the emergency phone number?

4 Emergency Situations

Help. Students practice calling for emergency assistance.

- Ask students to think of possible emergency situations. Ask how they would get help and who they would contact.
- Explain that different cities have different emergency numbers. Describe the important information necessary in a phone call for medical, fire or theft emergencies.
- Role play (with the aide) an emergency phone call. Have the class form three groups and ask each group to design and practice making an emergency phone call about a fire, robbery or accident.

5 Phone Book/Phone Service

a The White Pages. Students locate telephone numbers and information using the telephone book.

- Have the class form four groups. Give each group a telephone book. Ask the students to suggest what information it contains.
- Write a name and address on the blackboard (e.g. Sue Smith, 433 Old Dr.). Ask the groups to locate that person's telephone number

and explain how they found it. Clarify the explanation (e.g. last name first, alphabetical). Write other names and numbers on the blackboard. Have a competition to see who can find the number first.

- Direct the students' attention to the front sections of the telephone book. Review what they can find in each section (e.g. emergency numbers, community service numbers). Have students find telephone numbers in response to specific questions.

  * What is the fire emergency number if you live in ____?
  * You live in ____ and you discover your son has a drug problem. Where can you call for help or information?
  * You live in ____ and your telephone is not working. What number do you dial to request repair service?

b Yellow Pages. Students locate telephone numbers and information using the yellow pages in the telephone book.

- Distribute one telephone book to each of four or five groups. Explain the format of the yellow pages. Give the students directions:

  * You want to have dinner at a Chinese restaurant. Find the name and address of one in the yellow pages.
  * Find the phone number for ______ school.
  * You live at _____. Find the address of the nearest post office.

- Distribute a worksheet to each student with questions related to a specific page of advertisements in the phone book (see Appendix). Have students complete the worksheet and correct them as a class.

c Phone Service. Students describe general procedures for obtaining telephone service.

- Describe the general procedures for arranging for phone service in one's home. List the steps. Remember to explain the responsibilities involved in having phone service (e.g. paying bills, maintaining equipment).

- Distribute cards naming general steps for obtaining phone service. Have the students demonstrate an understanding of the sequence of steps by holding their cards and standing in the correct order.

6 Assessment

- Play Tic-Tac-Toe (see Techniques). Indicate a task for each number students choose. Ex: 1. Dial this number and make an appointment to see a doctor: 261-9422.
  2. Locate _____ Hospital's phone number in the telephone book.

- Act as the recipient of the call in each case.

- Review any points or skills that need clarifying.

Notes

Preparation

If one is not available, make a large model pay phone using cardboard. Cut a coin slot into it and tape an open can behind the slot to collect coins.

Prepare specific questions that fit the phone books you have.

Language

People customarily answer a telephone by saying "hello," stating one's name (e.g. "John Dee speaking") or the business' name (e.g. "McDoo Restaurant").

It is considered impolite not to say "good-bye" before hanging up.

Advanced Vocabulary. yellow pages, white pages, directory assistance.

Advanced Structures. I'd like to make an appointment for ________ on _____ at _____. I need to cancel my appointment.

Variations

- Explain the purpose of "Directory Assistance" and demonstrate how to use it to request information. Have students locate the telephone number in the phone book, and practice requesting information.
- Conduct a Role Play in which you, the teacher, are a salesperson at a shop selling telephones. A customer (student) comes to ask about the various phones and phone services. Try to sell the student the fanciest or most expensive phone or phone service, attempting to convince him or her that it is important to have this "advanced" equipment.

Follow-up

The telephone book is covered again in Lesson 6, "Long Distance Telephone."

Emergency situations are covered in "Community Services" and in "Law and Legal Services" in Settling In, Book 2.

Appendix

teacher information: obtaining telephone service, page 407
worksheet: telephone yellow pages, page 386

Concerns

Students should be able to count from 0-9 before starting this lesson.

Many people may be afraid to ask someone else for help, even in an emergency situation. It's important to remind students that emergency service providers are "helpers" and are trained to respond quickly to emergency requests.

5 Using the Telephone

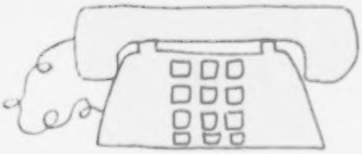
Bits and Pieces

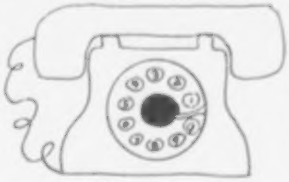
1 *Phone Service.* Having a telephone involves costs. There is an initial installation charge for phone service that varies from one location to another. First time customers may be required to pay a deposit for phone service. If the customer does not pay the telephone bills, the phone company will keep the deposit as payment, and possibly disconnect the phone. If the customer pays all the telephone bills, the phone company will return the deposit money to the customer after a year or so. Another way to arrange for first time service is to have a "co-signer." A co-signer is a person who has established good credit with the phone company (usually at least 1 or 2 years) and agrees to be responsible if the applicant fails to pay the phone bill.

You will receive a bill every month from the phone company that includes a monthly service charge based on the type of telephone, the number of phones and the kind of service you have. The bill also includes a charge for each long distance call made from your phone number.

2 *Local Telephone Numbers* consist of 7 digits.

7 6 2 — 0 5 9 3





3 *Phone Etiquette.* When people in private homes answer the phone, they usually say, "Hello." The caller says hello and then asks to speak with the person he or she is calling. If the caller remains silent, the person answering may become annoyed and hang up the phone. Telephone connections are usually very good. There is no need to shout into a phone.

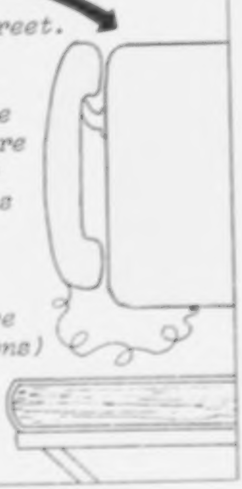
4 *Emergencies!* The information required in an emergency situation is:

- type of emergency
- location
- name
- telephone number

Every area has an "emergency" phone number. In many places the number is "911." In other places, there are separate numbers for health, police or fire emergencies. Numbers are listed in the front section of local phone books.

5 *Pay Phone Etiquette.* When using a pay phone, it is polite to limit the length of your phone call. A pay phone is for public use, and should be available to as many people as possible.

- Instructions for placing local, long distance and emergency calls are clearly written on the phone.
- Pay phones are often located at gas stations, supermarkets, public libraries and along the street.



6 *Telephone books* are free of charge from the telephone company. The book may be divided into white pages and yellow pages. In very large cities there may be two books, one for white pages and one for yellow pages. Some books also contain green pages --a separate section listing government offices.

The front sections of the phone book list:

- emergency numbers
- community service numbers
- international calls (instructions)
- telephone repair service
- local calls (instructions)
- long distance calls (instructions)

The *white pages* list:

- private and business addresses and numbers, alphabetically, last name written first.

The *yellow pages* list:

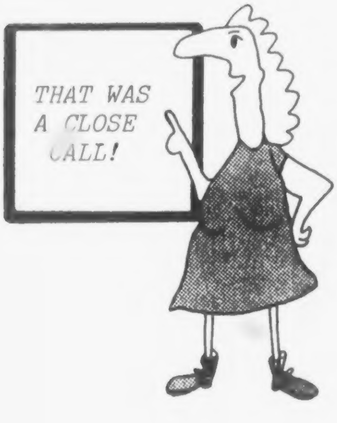
- businesses and government offices, alphabetically, under a heading naming the *kind* of service.

7 *Telephone Sounds.*

- When you pick up the receiver, you hear a DIAL TONE, a steady buzzing sound.
- After you dial, a RINGING sound, a slow broken high or low-pitched sound means the line is free.
- After you dial, a BUSY sound, a fast broken high or low-pitched sound, means someone is talking on that line.

8 *Directory Assistance.* This service provides callers with access to numbers not listed in the phone book. It is best to try to find the number in a phone book first. If a phone book is not available, then call directory assistance. In some places, people are charged for each call to directory assistance. It is important to remember which name is the *last name* because telephone numbers are listed according to a person's *last name*.

Planning

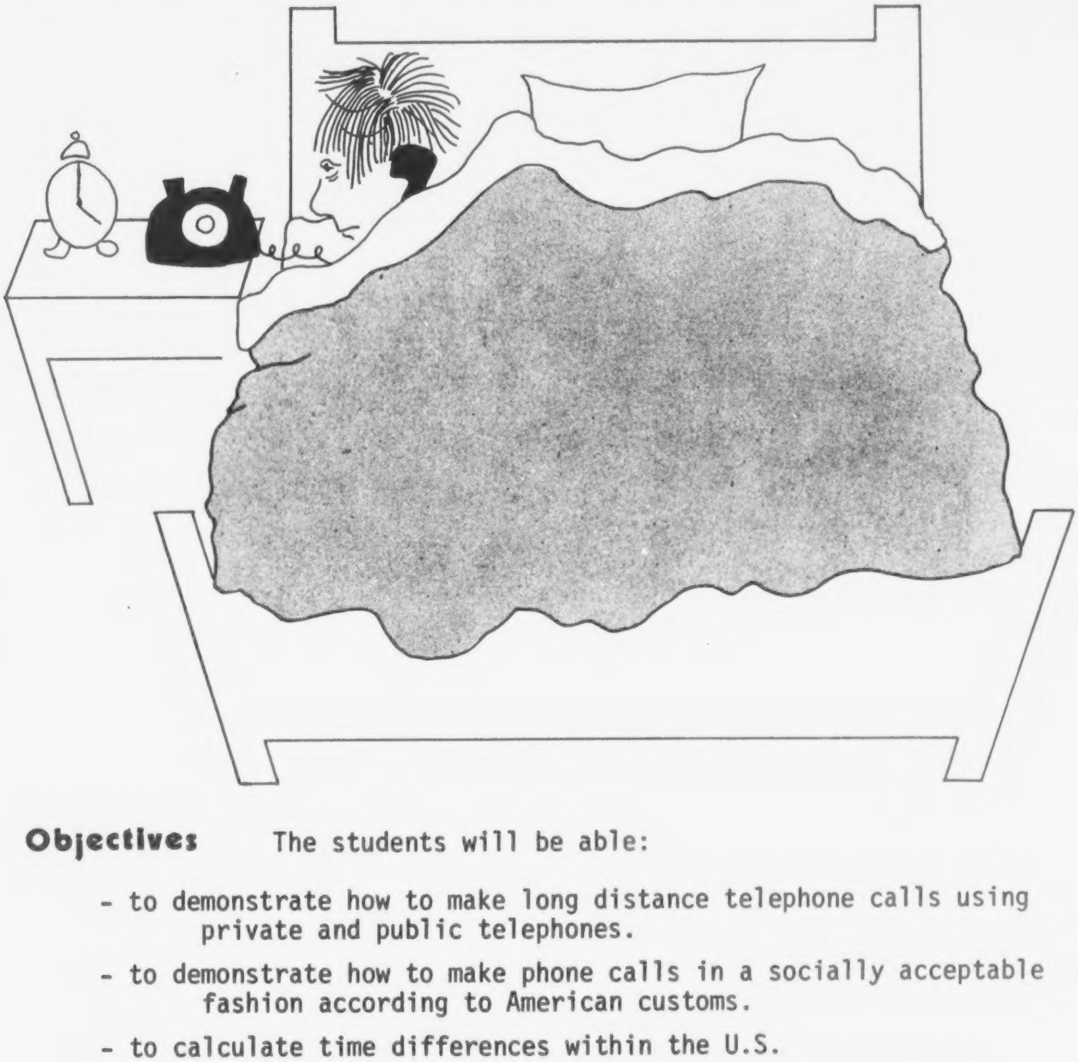

THAT WAS
A CLOSE
CALL!

Lesson 6

Long Distance Telephone

"It's four o'clock in the morning! Why are you calling this early?"

Time differences are only one of the things people consider when deciding how or when to make a long distance call. In this lesson, students will identify such considerations as the time of day, the cost and the length of call and will practice making long distance telephone calls.



Objectives The students will be able:

- to demonstrate how to make long distance telephone calls using private and public telephones.
- to demonstrate how to make phone calls in a socially acceptable fashion according to American customs.
- to calculate time differences within the U.S.
- to calculate time-distance-cost relationships in determining long distance telephone rates.

6 Long Distance Telephone

Rationale

It is possible to call almost anywhere in the U.S. at any time if you know how to use the long distance dialing system. Although the long distance phone system is very convenient, it can be very expensive if not used carefully. By being able to calculate the relative (or actual) costs and time differences involved in long distance phone calls, people can decide when or how to use the system most effectively.

Skills

observing

solving problems

numeracy: reading

numeracy: computing

Materials

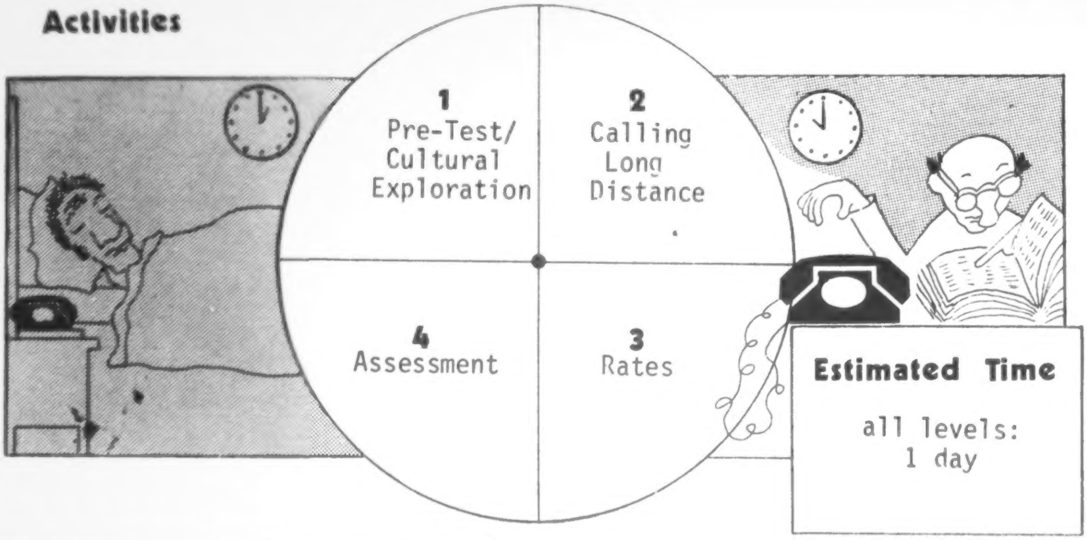
Item	Quantity	Activity
map of students' native country	1 per class	1
telephones	3 per class	2, 4
map/chart of U.S. area codes*	1 per class	2a
map/chart of U.S. time zones*	1 per class	2b
chart: long distance rates I*	1 per class	3a
chart: long distance rates II*	1 per class	3b
open-ended story: long distance*	1 per student	3c
problem situations*	4 per class	4

* preparation needed before class

Language

	Vocabulary	Literacy
What time is it? What time is it in _____? How much is a 3-minute call to _____? I'd like to call collect. person-to-person.	operator area code time morning afternoon evening night weekend call dial	PHONE TELEPHONE (symbol of phone) (days of the week) (clock time)

Activities



Estimated Time

all levels:
1 day

1 Pre-Test/Cultural Exploration

Long Distance Communication.

- Post a map of the students' native country. Have students identify some major cities or regions on the map. Ask how they sent messages to and received messages from different parts of the country.
  - * What was the relative cost of each means of communication (e.g. traveling, sending a telegram, sending a letter)?
  - * Did messages have to be kept short for any reason?
- Post a map of the U.S. Repeat the procedure above. Allow students to share what they know about long distance communication (ask for details, if appropriate) in the U.S.

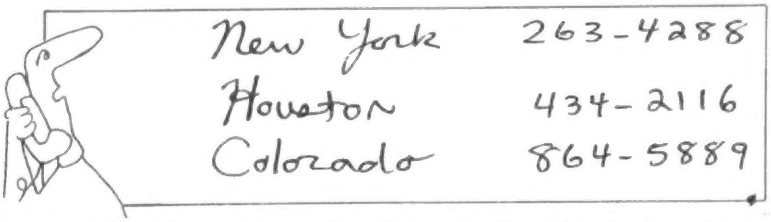
2 Calling Long Distance

a Area Codes. Students use area codes correctly while practicing how to make long distance calls.

- Show a map or chart of U.S. area codes. Ask:
  - * What do these numbers [area codes] signify?
  - * How many area codes does each state have?
  - * Why do some states have more area codes then others?
- Ask individual students to go to the map and locate states and cities they are familiar with. Have them name the area code for each place.
- Write a 7 digit telephone number on the blackboard. Tell the students you are calling a friend in Colorado. Demonstrate how to make a long distance phone call, without explaining the procedure. Ask students to state the procedure they just observed. [dial 1 + area code + phone number.]

6 Long Distance Telephone

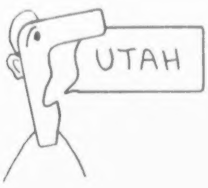
- Write the names of some states or cities on the blackboard and a few 7 digit phone numbers of "friends" who live in those places. Give a telephone to one student and ask him or her to make a long distance phone call to one of those "friends." Remember, the students must say each number aloud while dialing, and choose the correct area code.

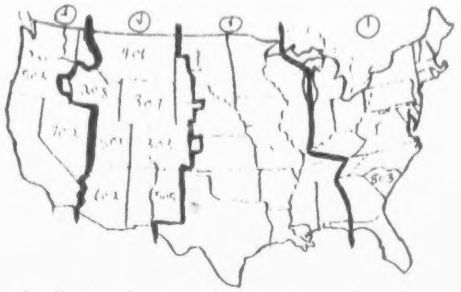


- Present this situation: You live in Portland, Oregon and you want to call a friend in Bend, Oregon. You dial the number 1 + 7 digit number. Ask why no area code was dialed. Explain this exception to the rule.

b Time Zones. Students calculate time differences within the U.S.

- Introduce the concept of time differences and zones by asking the students specific questions:
  - * When it's 5 p.m. in the eastern part of your country, what time is it in the western part?
  - * What time is it now?
  - * What time is it now in _____ [a country or city familiar to your students]?
- Place the map or chart of the U.S. (with time zones and area codes) on the wall. Explain "time zones" and have students name some states in the different time zones.





- Point to the clocks at the top of each "zone" on the map and ask students to calculate time differences within the U.S. Ask students why it is important to calculate time differences when planning to make a long distance call.
- Vary this by giving students paper clocks, with moveable hands. Ask two students to stand in front of 2 states (on the map). Have one student set a clock at 10 a.m. Have the second student set a clock to the corresponding time in his/her time zone.
- Repeat this or give word problems--students find states and area codes and calculate time differences.

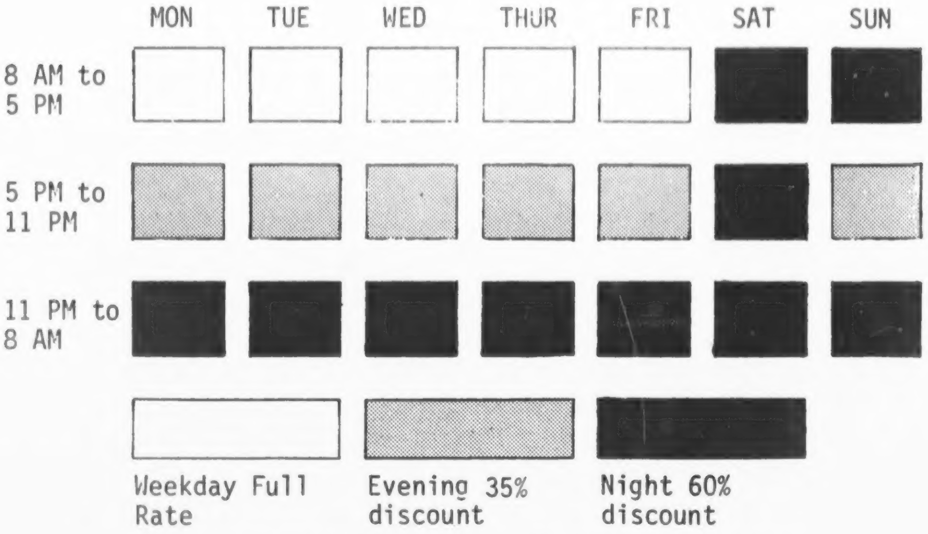
c Types of Calls. Students describe different types of long distance calls.

- Review the procedure for "direct dialing," practiced in Activity 2a. Ask if there are other ways to make a long distance telephone call. List students' ideas on the blackboard and review each one, adding appropriate information.
- Demonstrate how to dial an operator-assisted call. After the class has observed, ask the students to explain the procedure.
- Have students list the type of information a caller needs to give the operator when making different types of calls (e.g. collect, person-to-person).
- Ask two students to role play making an operator-assisted phone call.

3 Rates

a Determining Rates I. Students identify different telephone rates according to time of the day and day of the week.

- Present a chart of long distance rates. Point out the days of the week and the times listed.



	MON	TUE	WED	THUR	FRI	SAT	SUN
8 AM to 5 PM	□	□	□	□	□	■	■
5 PM to 11 PM	▨	▨	▨	▨	▨	■	▨
11 PM to 8 AM	■	■	■	■	■	■	■

□	▨	■
Weekday Full Rate	Evening 35% discount	Night 60% discount

- * How many different rates are there on Monday?
- * What hours is the evening rate valid?
- * Etc.

- Explain the different rates. Give the students some problems to solve using the chart (e.g. If you call long distance at 9 a.m. on Tuesday, will you get a 35% discount?).

b Determining Rates II. Students calculate time-distance-cost relationships in determining long distance telephone rates.

- Explain the factors that determine how expensive a long distance phone call will be (e.g. distance, length of conversation, time of day, type of call).

- Present a long-distance rate chart (see Appendix). Ask:

  * How much is a call to New York at the evening rate?
  * How much is a call to Los Angeles at 8:00 AM for the first minute? How much is 1 additional minute?

- Vary this by writing the questions on a worksheet and having students answer the questions individually. Correct the worksheets as a class.

c Open-Ended Story. Students determine economical ways to use long distance telephone service by answering questions about one person's experiences.

- Present an Open-ended Story (see Techniques) about a newly-arrived refugee who makes long distance phone calls to friends and relatives around the U.S. (see Appendix). Ask follow-up questions to help the students determine what this refugee could have done to avoid the problem.

d Phone Service. Students name basic procedures for obtaining long distance telephone service.

- Ask students to list the general procedures for obtaining local and long distance telephone service. Have them share their lists with the class.

4 Assessment

Problem-Solving. Students choose a course of action in order to achieve a specific result.

- Distribute one "problem situation" to each of four groups. Sample situations:

  * You want to call your sister in another state. She lives in a house with 5 other people you don't know. You only want to talk to your sister. What kind of call should you make? [person-to-person.]
  * You want to call your uncle in Houston, Texas. His phone number is 766-0423. You don't have much money, but your uncle has a high-paying job. He comes home by 6:30. What time should you call him from New York? Demonstrate how you would call him.

- Allow each group to choose a course of action, demonstrate and explain its choice to the class.

Notes

Preparation

Copy the chart found in the Appendix onto poster board or make a corresponding worksheet as an individual handout. You can also find rate charts in your local telephone books.

Language

Long distance telephone connections are usually clear. There is usually no need to shout into the phone.

Advanced Vocabulary. direct dial, collect call, person-to-person call, toll-free call, time zone, rate, discount.

Advanced Structures. I'd like to make a _____ call. What is the rate?

Variations

Conduct a Valuation activity (see Techniques) in which students decide which situations would require a long distance telephone call (e.g. a friend's birthday, death of a relative).

Appendix

chart: long distance rates, page 409
open-ended story: calling long distance, page 408

Concerns

When refugees resettle in the U.S., they often live far away from friends and relatives. They may fear losing contact with people who are dear to them. Long distance telephone calls can bring people "together." The temptation to use this service often is great and the consequences can be difficult (e.g. no money to pay the bill). So, while it's important that people know how to make long distance telephone calls, it is also important that they be able to choose the type, time and length of call to best meet their needs.

Telephone services are constantly being upgraded and expanded. Changes in the availability of services go along with changes in the ways of obtaining service. People can check on new developments in their individual communities.

6 Long Distance Telephone

Bits and Pieces

1 *Area Codes.* An area code consists of three numbers. They're not needed when making a local call. Each state has a different area code--some have more than one area code. A state with a large population may have more than one area code. A map with area codes can be found in the telephone book.

2 *Time Zones.* There are four time zones in the mainland U.S., with the time being later as you move from East to West. When you make a long distance call, it's important to calculate the time at the receiving location so as not to disturb anyone, and have a better chance of making contact. Time zone maps can be found in the telephone book.

3 *Types of Long Distance Calls.*

a. *Long Distance Call Within the Same Area Code:* This is a call which, though not local, is still in the same area code as the caller. For example: You live in Portland (Oregon) and want to call Eugene (Oregon). Both cities have the area code 503, but they are 120 miles apart and are therefore long distance. To make this type of call, you must dial 1 + the phone number. It is not necessary to dial the area code. To find out if a city within the same area code is a long distance call, consult the front of the phone book for the listing of cities considered "local."

b. *Direct-Dial Calls:* The caller dials directly from a private or public telephone to a number outside of his or her area code. The caller pays the charges. To call directly dial 1 + the area code + the phone number. Note: There are some areas in the U.S. where you do not need to dial "1" for this kind of call. Students should consult their phone books or ask a neighbor. Direct dialing is the least expensive method of calling long distance.

c. *Person-to-Person Calls:* If the caller wishes to speak to a particular person, a person-to-person call is needed. It is an operator-assisted call. The caller dials 0 + the area code + the phone number. The operator will answer the call first. The caller should tell the operator:

- the type of call (e.g. person-to-person)
- the person caller wishes to speak to
- the caller's name

Person-to-person calls are more expensive than direct dial calls. At the same time, they may save the caller money because the caller is only charged if the person called is available.

d. *Collect Calls:* Collect calls mean that the person called pays the charge, not the caller. They are operator-assisted and dialed the same as person-to-person calls, and the operator connects the call. He or she will ask the person being called if they will accept the call (pay the charges). As with all operator-assisted calls, collect calls are expensive and should be used only when necessary.

e. Toll-Free Numbers: Toll-free numbers are numbers that can be called from anywhere in the U.S. with no expense to the caller. Many business and social service/government agencies have these numbers so that people can contact them easily. To dial a toll-free number, the caller dials 1 + 800 + the phone number.

4 *Long Distance Rates: Charges for long distance calls are based on time. The caller is charged the initial fee (either one minute or three minutes) even if the call lasts less time. After the initial time period the caller is charged a certain amount for each minute or fraction of a minute.*

Rate charts for different area calls can be found in the front of the telephone book. Some basic rules for long distance rates.

- *The greater the distance between the two stations, the greater the charge (rate).*
- *Direct dial calls are generally cheaper than operator assisted calls.*
- *Long distance calls made during office hours (8:00 a.m. - 5:00 p.m.) are the most expensive.*
- *Calls made during the evening hours (5:00 p.m. - 11:00 p.m.) are cheaper.*
- *Calls made on holidays, weekends, and at night (11:00 p.m. - 8:00 a.m.) are the cheapest.*
- *Rates are based on the time zone the caller is calling from.*

5 *Factors determining the cost of a long distance call:*

a) The distance called.
b) Length of the call--it's a good idea to keep track of how long you talk.
c) Time of day--remember that some times are cheaper than others, try to call at these times.
d) Kind of call--it's always cheaper to use direct dialing but there are other options.

6 *Obtaining Long Distance Service: There are a number of companies offering this service. The local telephone company will probably provide its customer with one of these company's services automatically. However, in the future, the local company may let the customer select the long distance company he or she wants to use. At present, if a customer makes many long distance telephone calls, it may be cheaper to use a company other than the one selected by the local company. Therefore, check with different companies to find out which provides the best service for meeting one's needs.*

Planning

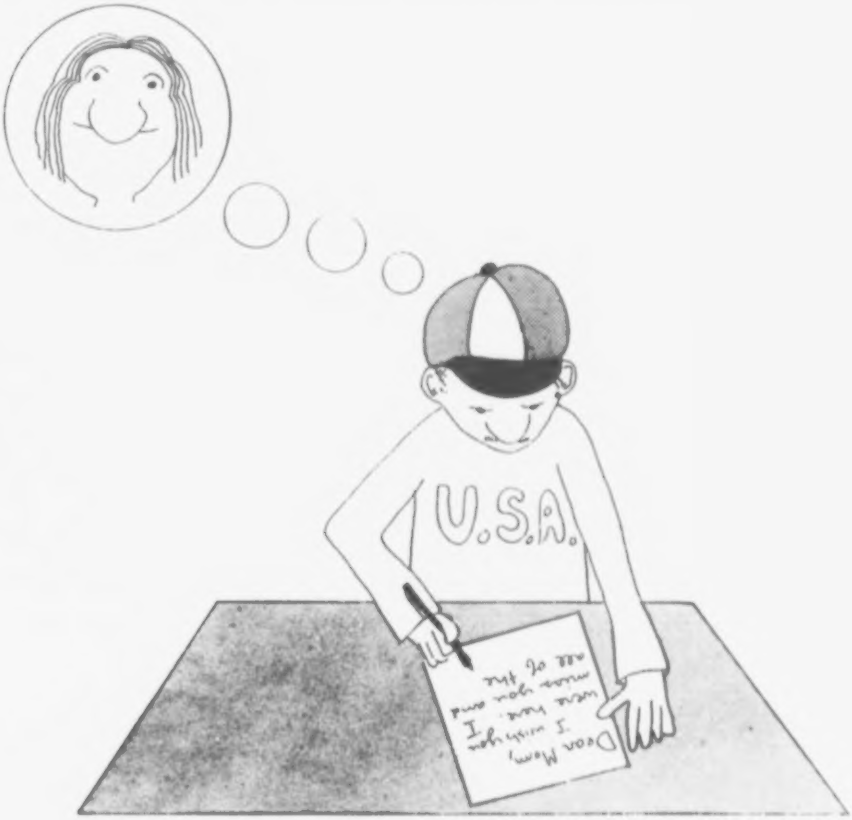
THAT'S A FAR CRY FROM WHAT I EXPECTED

Lesson 7

Messages and Letters

"Dear Mom, I wish you were here."

Upon arrival in the U.S., refugees may need and want to communicate with people in other parts of the U.S., in refugee camps or in their homeland or other countries. In this lesson, students describe basic communication services in the U.S. and practice addressing envelopes.



Objectives The students will be able:

- to identify resources for letter and package mailing and telegram services.
- to address envelopes appropriately and completely.

7 Messages and Letters

Rationale

Keeping in contact with friends and relatives, across town or across the world, helps people retain some sense of security, continuity and/or emotional support. Being able to communicate with Americans by mail, whether for business or personal reasons, also helps people get the information or contact they may need. By being able to identify communication services in the U.S., and learning how to write and address letters, people can take advantage of the available services as they need them.

Skills

literacy: reading and writing

numeracy: computing

weighing options

Materials

Item	Quantity	Activity
poster: envelope*	1 per class	3a
cardboard strips: address parts*	as needed	3a
worksheet: addresses, envelope*	1 per student	3a
handout: sample letter*	1 per class	3b
blank paper	1 per student	3b
chart: postage fees*	1 per class	4a
aerogramme, envelope, stamp, post card, money order (real)	1 each per class	4a
cards: postal "problems"*	5-6 per class	4a
model mailbox*	1 per class	4b
envelope, post card, aerogramme, stamp* (sample or real)	1 item per student	4b
U.S. coins	$1.00 per student	4b
pictures: mailboxes*	3 per class	4c
mail*	10 pieces per class	4c
U.S. map	1 per class	4c
poster: change-of address form*	1 per class	4c
handout: change-of-address form*	1 per student	4c

* preparation needed before class

Language

I want ______ stamps, please.

I'd like to mail this package / letter to ______.

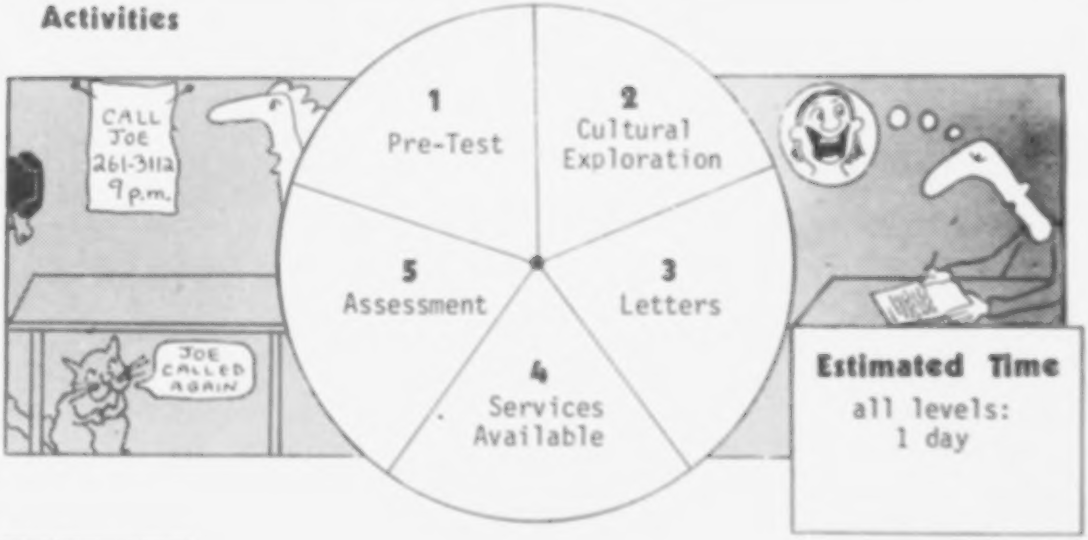
Vocabulary

- telegram
- Post Office
- letter
- aerogramme
- stamp
- package
- mailbox
- mail
- address
- zip code
- change-of-address form

Literacy

- (addresses)
- (dates/prices)
- POST OFFICE
- U.S. MAIL
- AIR MAIL
- LOCAL
- OUT OF TOWN

Activities



Estimated Time
all levels:
1 day

1 Pre-Test

a Questions. Students name types of communication services available in the U.S.

- Present the following questions:
  - * When you arrive in the U.S., who will you want to contact?
  - * Where is that person/are those people?
  - * How will you contact them?
  - * What options do you have?
  - * Why would you choose one option or the other?
- Clarify or add information as needed.

b Addresses. Students identify the "parts" of a U.S. address.

- Ask a student who knows his or her U.S. address (or the address of a friend or relative) to write the name and address on the blackboard and to explain the "parts" of the address. Allow other students to assist with the explanation. Clarify or add information as needed. Repeat with one or two other students.

2 Cultural Exploration

Long Distance Communication. Students describe means of long distance communication in their native country and in the refugee camp.

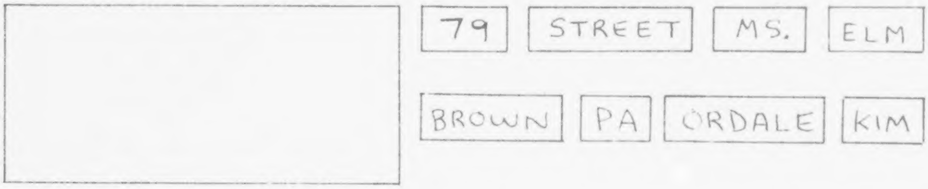
- Show a map of the students' native country (if appropriate at your class level). Ask some students to point to their hometowns. How did they communicate with people in other towns? Why did they choose one service or another (e.g. cost, speed, availability, etc.)?
- Ask students what kinds of contact or communication they have with

people outside of the refugee camp. What do they send or receive (e.g. telegrams, letters, money orders, packages)? Have some students explain the procedures for receiving and sending communications in the camp.

3 Letters

a The Envelope. Students practice addressing envelopes.

- Make a large "envelope" on a piece of poster board (2½ x 4). On separate cardboard strips, write names, titles, numbers, street names, city names, state names and zip codes. Mix the strips together and have the students sort them into piles according to category. Then have the students select strips from each pile to compose addresses on the envelope board.



- In lower-level classes, distribute blank envelopes and have students copy an address from the "envelope" poster board onto the real envelopes.
- In more advanced classes, distribute "address" worksheets (see Appendix) and blank envelopes. Have them work individually, addressing the envelopes according to instructions on the worksheet.
- Review the worksheets and addressed envelopes as a class.

b Personal or Business. Students write sample personal or business letters.

- Present a sample personal or business letter (see Appendix for examples) on newsprint. Read and review the letter along with the students, explaining the format (e.g. the date is in the upper right-hand corner; use "Dear" for friends).
- In lower-level classes, compose a letter (as a class) to somebody everyone in the class knows (e.g. an absent student, a previous teacher). Have each student contribute one line. Write the sentences on the board as they say them. Distribute blank paper. Instruct the students to copy the letter onto the paper and sign it.
- In more advanced classes, distribute blank paper and have students create their own letters. Collect the letters and return them, with corrections, the next day.
- You may want to list some real or imaginary college or employers' addresses as a reference for students interested in practicing how to write business letters.

4 Services Available

a Sending Messages. Students identify resources for telegram and letter and package mailing services.

- Review the communication services mentioned in Activity 1a. Explain how to send a telegram. Ask students when (under what circumstances) they would send a telegram to someone.
- Have students name the services of a U.S. Post Office. List these on the board. Briefly explain the basic services students missed.
- Prepare and post a chart with information about postage fees for airmail, surface mail, money orders. Use the chart as a basis for question-answer practice.

Domestic Mail	Overseas Mail	Money Orders
22¢ letter 14¢ post card	44¢ letter 36¢ aerogramme 33¢ post card	up to $25.00, 75¢ fee.

- Present samples of each item (e.g. stamp, aerogramme, post card).
- As a follow-up, distribute "problem" cards which students read and solve by looking at the chart. Ex:

  * You want to send three letters to friends overseas, plus a post card to your uncle in another state. What will you buy? How much will it cost?

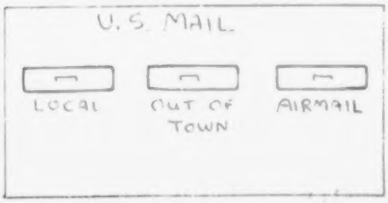
  $1.32 for three overseas stamps or $1.08 for 3 aerogrammes plus .14 for the post card stamp. $1.46 or $1.22

  * You need to buy and send a $25.00 money order to your sister in another state. What do you need to buy? How much will you pay the postal clerk?

  $25.00 plus the .75 fee plus 22¢ for the stamp. $25.97 .

b Mailing Letters. Students practice purchasing stamps and placing letters in the mailbox.

- Present a model "mailbox" with three letter slots. Distribute envelopes, aerogrammes and post cards with names of different cities and countries written on them (in pencil).



- Assign two or three students to be postal clerks. Give them some money and some "fake" stamps. Distribute money to all students. Ask each student to read the city and/or country on the envelope, aerogramme or post card, to purchase the necessary stamps from a postal clerk and to place the mail in the proper slot in the mailbox.

- After all stamps have been purchased and letters have been mailed, check each pile of mail as a class to be sure that the items were placed in the appropriate slots.

c Receiving Mail. Students explain general mail delivery procedures, distinguish "junk" mail from regular mail and practice completing change-of-address forms.

- Show pictures of different types of home mailboxes. Allow students to explain general mail delivery procedures in the U.S. Clarify and add information as needed.
- Place piles of "mail" on a table. Explain that this mail just arrived at your home yesterday and that you need help understanding it. Instruct the students to look through the mail and sort it into different categories (e.g. what needs to be answered; what can be thrown away; what can be used for reference).
- Lead a discussion focusing on how to figure out what mail can be discarded (e.g. learning to recognize bills, asking neighbors or friends if unsure).
- Show a map of the U.S. (if appropriate at your class level). Ask one student to locate (or just to name) the city in which he or she will resettle or the city of a friend or relative. Have that student write the complete address on the blackboard. Ask what will happen to the mail if the people at that address move to another home.
- Explain the function of change-of-address cards. Post a large sample card (see Appendix) and complete it using the address given by the previous student and a new address created by you. (Just change the house number and street name. Use the same city, state and zip code the student used.)
- Distribute blank change-of-address forms. For practice, ask students to fill-in the forms using their own U.S. addresses (if they know them) or the address on the blackboard as the old address. They can use the "new" address on the large sample form as the "new" address on the small forms. Circulate to check the students' individual forms.

5 Assessment

Making Choices. Students decide upon the communication services they would prefer to use in given situations.

- Present "problem" situations and have the students choose an appropriate communication service for that circumstance. (See Appendix for situations.)

Notes

Preparation

Real U.S. stamps, aerogrammes and money orders are preferable as examples. Prepare "homemade" samples to be used in the activities.

For the letter-writing activity (3b), determine the appropriate kind of letter to introduce by considering the students' English ability, interests and perveived needs in the U.S. (For example, if most students in a very advanced class want to apply to a college or university, they may be interested in learning how to write a formal letter of inquiry. Other students may want to know how to write a simple letter back to their teachers in the refugee camp.)

Language

Advanced Vocabulary. register, insure, special delivery.

Advanced Structures. What's the fastest/cheapest way to send this? When will it arrive?

Variations

Conduct a Station-To-Station activity (see Techniques) in which students complete the following tasks at each station:
1. address an envelope completely and correctly (including return address); 2. "purchase" the appropriate amount of postage at the "Post Office"; 3. mail the letter in the appropriate slot.

See Lesson 5, "Using the Telephone" and Lesson 6, "Long Distance Telephone" for related information and activities.

Appendix

worksheet: address parts, page 387
handout: personal and official letters, page 388
poster and handout: change-of-address form, page 389
problem situations: making choices, page 410

Concerns

Prices for U.S. communication services can vary, and may change after the printing of this book. The amounts listed in this lesson are for practice purposes only. Check out current prices before preparing to teach this lesson and be sure to remind students about the changing costs.

Bits and Pieces

1 COMMUNICATION SERVICES

Telephone. Almost all people in the U.S. have telephones in their houses or their place of work.

Telegrams. Telegrams are delivered by telephone or by typed message. They are relatively expensive to send. Go to the telegraph office or contact the office by telephone. Money can be sent very quickly by telegram. The address of a telegraph office is listed in the Yellow Pages of the telephone book.

Letters and Packages (within the U.S.). The U.S. Postal Service will transport and deliver letters and packages that contain complete, legible addresses and the correct amount of postage (stamps). Packages must be wrapped according to current regulations (e.g. certain types of wrapping, string, tape). Check with the local post office for current rules. Postage varies according to the weight and the "class" of mail. The commonly-used classes of mail within the U.S. are:

1. *First-class mail--generally used for letters and postcards, a fast way of sending items.*
2. *Second-class mail--often used for newspapers, magazines and other printed matter, it is less expensive and slower than "first-class mail."*
3. *Fourth-class mail--also called "parcel post," used for packages but has item, size and weight limits, sent by "surface mail."*
4. *Special delivery--the mail is delivered right away by a special carrier, requires an additional fee.*

2 *Letters and Packages (outside the U.S.). Overseas mail can be sent by surface mail or airmail. One commonly-used means of sending international letters is by aerogramme. An aerogramme is a form, printed by the U.S. Postal Service, that folds into a letter. It is less expensive to send abroad than a letter in an envelope.*

3 *U.S. Postal Service:*

- *collects, transports and delivers domestic and international mail.*
- *sells stamps, aerogrammes and, sometimes, packaging supplies such as tape and boxes.*
- *insures mail against loss or damage. (There is a fee involved which varies depending on the value of the item.)*
- *registers mail (requiring the receiver to sign upon receipt so that delivery is recorded--there is a fee involved.)*
- *sells and cashes U.S. Postal Service money orders. (There is a fee involved that varies depending on the amount of the money order.)*
- *provides change-of-address forms.*

4 *Change of Address*

The U.S. Postal Service provides official change-of-address forms that give the new address and tell the Postal Service when to begin delivering mail. Completed forms should be given to the mail deliverer or the local post office.

5 SENDING MAIL

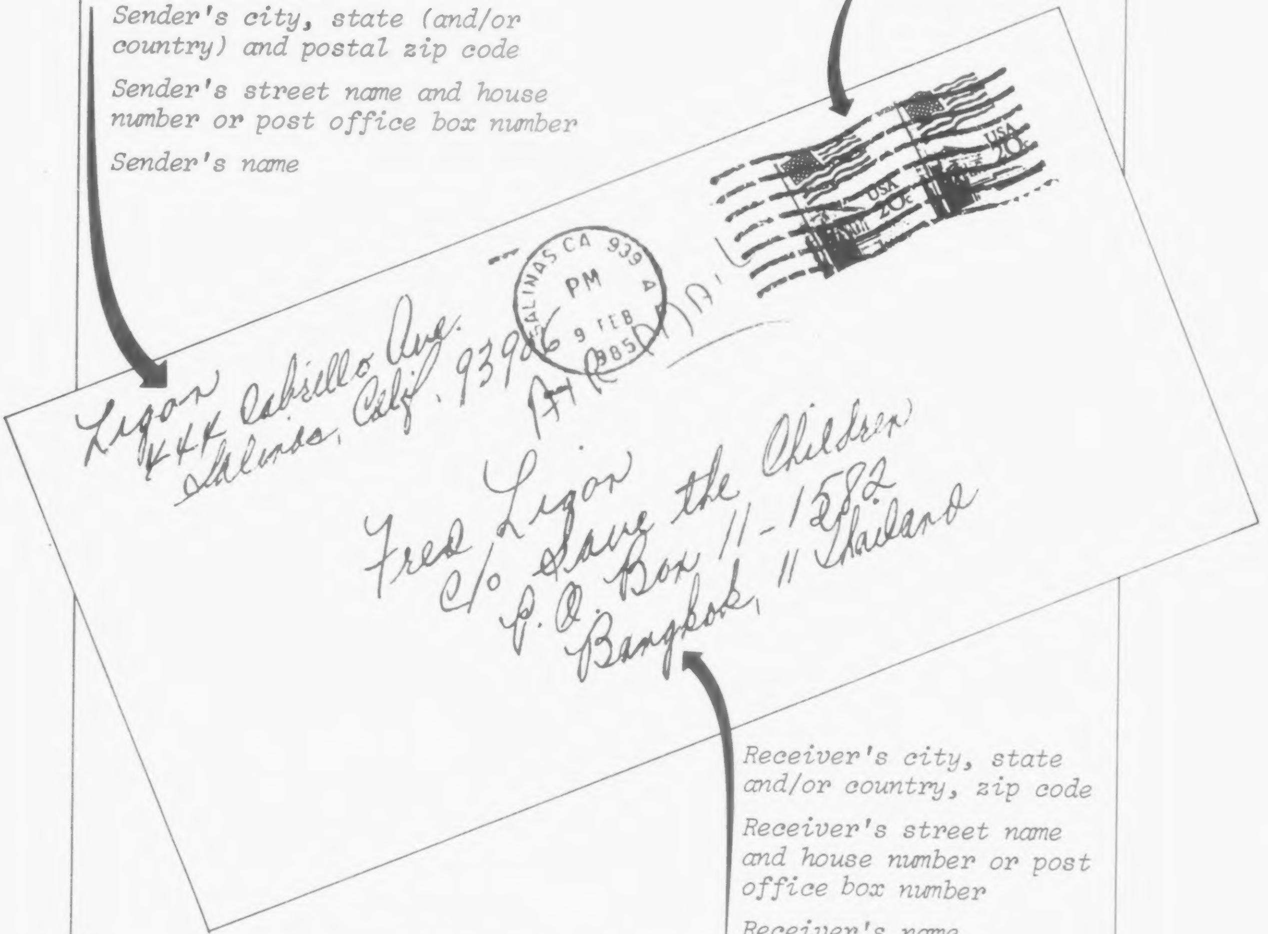
Stamp with correct postage after being weighed.

Return Address:

Sender's city, state (and/or country) and postal zip code

Sender's street name and house number or post office box number

Sender's name


SALINAS CA 939
PM
9 FEB
1985
USA 20c
USA 20c
Air Mail
Ligon
444 Cabrillo Ave.
Salinas, Calif. 93906
Fred Ligon
C/o Save the Children
P.O. Box 11-1582
Bangkok, 11 Thailand

Receiver's city, state and/or country, zip code

Receiver's street name and house number or post office box number

Receiver's name

6 Common Street Abbreviations:

Rd.	Road
St.	Street
Ave.	Avenue
Ln.	Lane
Dr.	Drive
Blvd.	Boulevard

7 State Names

Write them in full (New Jersey) or abbreviated (NJ).

8 Receiving Mail:

Mail is usually delivered 6 days a week--not on Sundays or holidays. Most houses have a mailbox by the front door or near the road. Apartment buildings often have separate boxes with locks for each resident. Some people receive their mail at the post office where they rent a box. Incorrectly delivered mail should be returned to the deliverer or local post office.

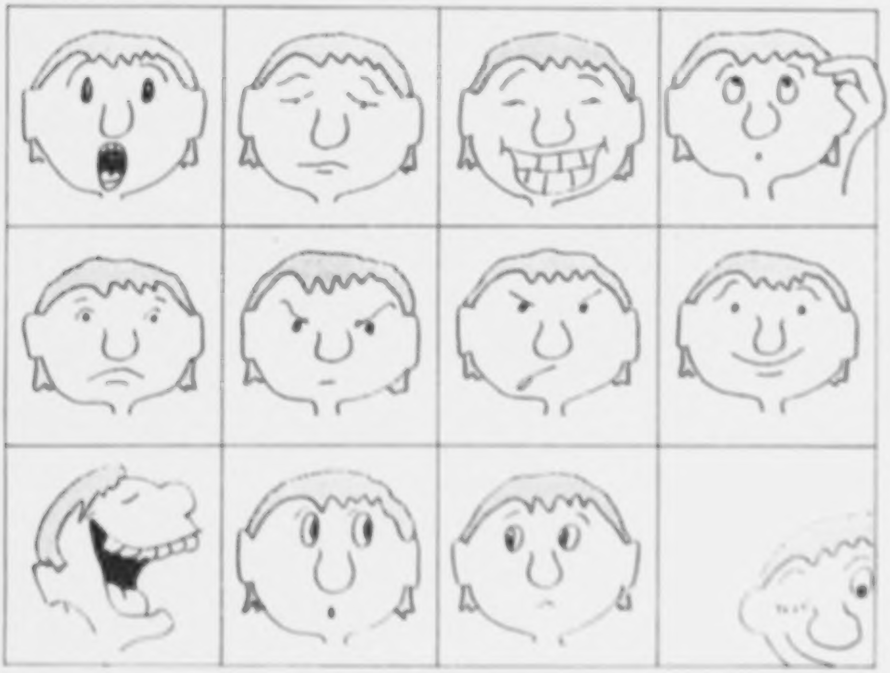
Planning

YOU'VE GOT
TO READ
BETWEEN
THE LINES

Lesson 8

Nonverbal Communication

Expressions or gestures that mean one thing in one culture may mean something very different in another culture. In this lesson, students practice some common American expressions and gestures and demonstrate appropriate responses to those gestures.



Objectives The students will be able:

- to identify different means of nonverbal communication.
- to demonstrate and explain some common American nonverbal expressions and gestures.
- to identify and respond appropriately to some common American gestures.

8 Nonverbal Communication

Rationale

The spoken and the written word communicate a lot. Unspoken messages communicate many things, too. By being able to use and respond appropriately to some common American nonverbal expressions and gestures, refugees can facilitate communication and help themselves develop relationships with the people they will meet (e.g. resettlement worker, teacher, doctor, neighbor, landlord) in the United States.

Skills

observing

clarifying information

clarifying attitudes

Materials

Item	Quantity	Activity
chair	1	1, 3b
silent drama script*	1	3b
baby doll	2	3b
cups	2	3b
case studies: misinterpretation*	2-3	3c

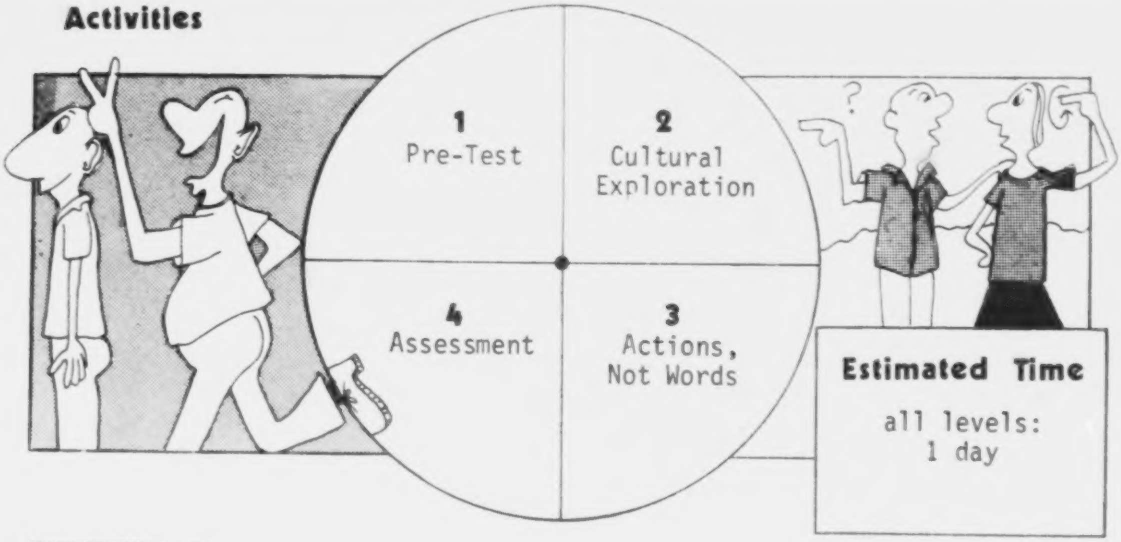
* preparation needed before class

Language

	Vocabulary	Literacy
Excuse me, I don't understand. What does that mean?	eyes body hand(s) thumb finger	Review (signs/symbols)

8 Nonverbal Communication

Activities



Estimated Time

all levels:
1 day

1 Pre-Test

A Guest. Students identify different means of nonverbal communication.

- Invite an unknown guest to the class. The guest will enter the classroom in very sloppy or dirty clothes, make noise opening and closing the door, create a disturbance while getting into a chair and show an unfriendly facial expression. Start the class with some "small talk" (e.g. "How was your weekend?", "The weather is really hot, isn't it?"). After a few moments, the stranger will leave, again creating a disturbance--not saying anything to anyone.
- Ask for reactions from the students:
    * Who was that?
    * What kind of person was she (he)? [polite, professional, rude, friendly] How do you know?
    * What was the guest's attitude toward the class and you [the students]? How do you know?
- Brainstorm (see Techniques) a list of factors which tell you something about a person without verbal communication. Record students' responses on the blackboard and refer to this list throughout the lesson.

2 Cultural Exploration

Demonstration. Students demonstrate nonverbal messages used in their culture.

- Review the list of factors in nonverbal communication from the previous activity. Ask students to demonstrate the variety of messages each of these factors (e.g. dress, posture, facial expression) might communicate in their culture.

3 Actions, Not Words

a What Does That Mean? Students demonstrate and explain some common American gestures.

- Send five or six volunteers out of the classroom for a few minutes. Teach the remaining students some common American gestures. Some of the gestures you choose may indicate:

  * Quiet! (SSHH)
  * Good-bye.
  * I'm hungry.
  * It smells bad.
  * Slap-me-five!
  * That's great!

- Bring the volunteers back into the classroom. Ask some students to demonstrate the American gestures and have those who just returned guess what the gestures mean.

- Send out another group of students and repeat the activity using other gestures.

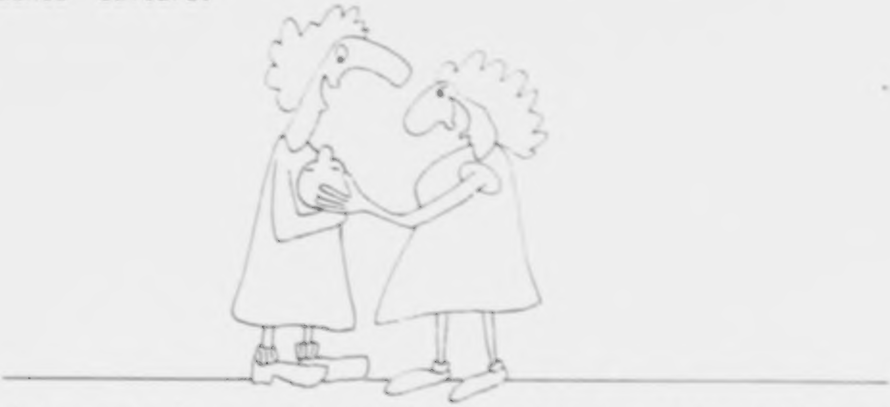
- When students misunderstand a gesture, ask what the consequences might be of not understanding that gesture in a conversation with an American. Discuss how people can find out the meaning of gestures and expressions they don't understand.

b Silent Drama. Students identify and explain some common American non-verbal expressions and gestures.

- Stage a short drama with two Americans as the actors. They perform a pantomime using as many common gestures and expressions as possible. Use some expressions or gestures that have a different meaning in the students' culture. Explain that the students will see a role play without words. They are to watch closely and try to understand what each character is saying to the other throughout the skit. A sample drama follows:

> One woman is at home, her baby sleeping in the next room. She hears a knock at the door. It is a friend she hasn't seen for a while. They hug when they see each other. The hostess invites her friend to come in and sit down and offers a drink. They discuss the heat and each other's children. ("How old are they?", "How tall are they?", etc.) The guest asks to see the hostess' baby. They enter the baby's room (SShh!) The mother picks up the baby and hands it to her guest who touches its head and shows great interest in the child. The friend then returns to the living room. The hostess points to the empty glasses on the floor, counter or low table (to indicate "Do you want another drink?"). There's a knock at the door. The hostess steps across (over) the crossed leg of her guest to get to the door. When it's time to leave, they kiss each other good-bye.

- Review the story with the students. What happened first, second, etc.? What is the relationship of the characters? Model some of the gestures used and ask them to explain what was meant by those gestures during the role play. Focus on expressions or gestures that are not common or that have a different meaning in the students' culture.



c Misinterpretation. Students identify misunderstandings of nonverbal communication and determine possible means of avoiding and resolving those misunderstandings.

- Present some Case Studies (See Techniques) involving situations in which people misinterpret each other's behavior or gestures, resulting in conflict.
- Two sample stories:

Ann and Carol were classmates at a university. They often talked together before and after class, but didn't spend time together away from school. After a one-week school vacation, they both returned to the university. When Ann saw Carol, she ran up to hug her. "It's great to see you! How was your vacation?," she asked. Carol looked surprised, pulled back a little and said, "My vacation was OK." Carol didn't talk to Ann very much after that. Ann was hurt.

Bob was the sponsor for A, a newly-arrived refugee. A told Bob that he wanted to find a job as quickly as possible. Bob contacted some people who agreed to interview A. Bob took time away from his own job to take A to the interviews. During the job interviews, A didn't say very much. He didn't make eye contact with the interviewers and he didn't ask any questions. After each interview, A smiled and laughed a little when he told Bob that he didn't get the job. After the third try, Bob yelled at A. "What's so funny? Don't you realize this is important?" Bob didn't take A for any more interviews. A was confused.

- After each story is presented, ask clarification questions.
  - What was the conflict?
  - What behavior(s) caused the conflict?
  - What did _______ mean by behaving that way?
  - How did _______ interpret the behavior?
  - How could this conflict have been avoided?
  - How might it be resolved?
- List students' responses on the blackboard. Review all suggestions for resolving the conflict to determine which are realistic and appropriate.

4 Assessment

Before You Go. Students respond appropriately to some common American gestures.

- Instruct the students to leave the class one at a time. As each student stands to leave the classroom, use a common American gesture (e.g. Ssh, come here, great!) If the student responds appropriately, he or she may leave the class. If not, signal for the student to sit down and wait.
- Go on to the next student. Continue until everyone has had a turn and then return to the students who were not successful the first time and give them another chance to go home!

Notes

Preparation

Recruit some American "guests" for both the Pre-Test activity and the "Silent Drama." Plan or rehearse their roles with them beforehand.

Ask students from another class or the classroom aide to demonstrate and explain some common expressions and gestures in the students' culture to you a few days before this lesson.

Language

Advanced Vocabulary. Misunderstanding, impolite.

Advanced Structures. I think you misunderstood. I didn't mean it that way.

Variations

Show a videotape (without sound), slides or pictures of Americans in a variety of situations, demonstrating various expressions or gestures. Ask the students to identify what the people are trying to communicate in each instance.

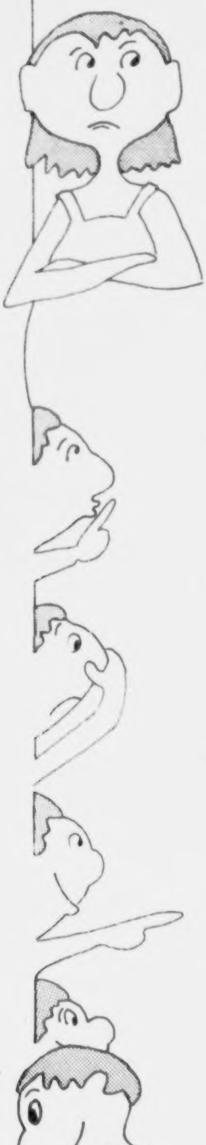
Concerns

Some American gestures may be considered obscene or extremely impolite in the students' culture. It is particularly important to explain the meanings these gestures convey in the U.S. so that they may avoid feeling unnecessarily offended or angered. The reverse may also be true. Some behaviors considered acceptable in other cultures are considered rude in the U.S. (e.g. spitting, cracking knuckles, burping in public).

8 Nonverbal Communication

Bits and Pieces

1 *Communication is a lot more than just words. It involves attitudes, feelings, sight, other sounds, touch, body movements, etc. The aspects of communication that do not involve words, we call NONVERBAL COMMUNICATION.*



2 *Some people are very "physical" with their friends. They touch and hug a lot. Others don't feel comfortable with physical contact. People's reactions to touch vary depending on the context (where, when, in what situation) and on the individuals (who touches whom). It may be safer to be a bit reserved, to wait and observe what others do before "grabbing" someone you hardly know!*

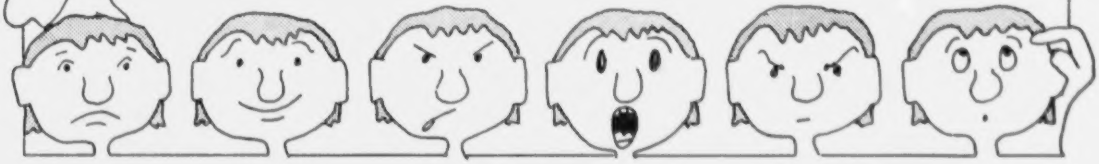
3 *It's generally OK for friends to touch each other on the shoulder or arm when they greet each other, when they part, or even while they're talking.*

4 *Hugging is a way to show affection between close friends. Men and women hug, women hug each other, but men do not usually hug other men.*

5 *Kissing on the cheek is another way to express a feeling of friendship. Again, men and women may kiss "hello" or "good-bye," women and women may kiss, but men don't usually kiss other men.*

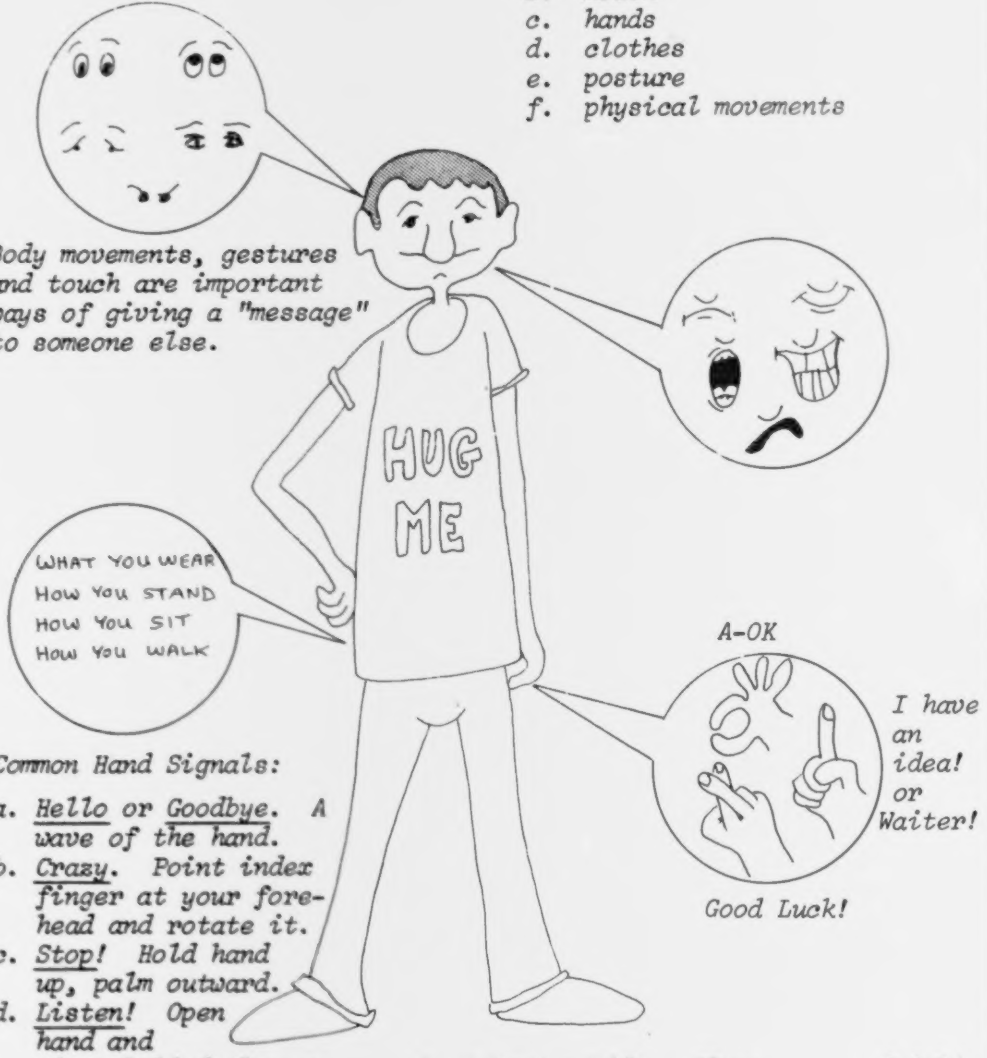
6 *People do hold hands and walk arm-in-arm in public. Women and men will hold hands, not two women or two men. If two women or two men hold hands in public, other people may think they are homosexual (though women touch more often in public than men do).*

7 *Facial expressions convey your thoughts, feelings and attitudes.*



[8] *Communicating Without Words:* All of these "tell" us something:

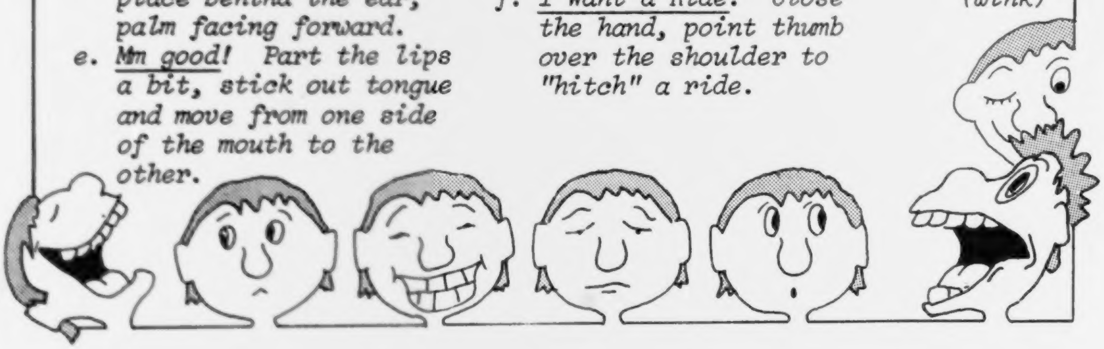
a. eyes
b. mouth
c. hands
d. clothes
e. posture
f. physical movements


HUG ME
WHAT YOU WEAR
HOW YOU STAND
HOW YOU SIT
HOW YOU WALK
A-OK
I have an idea! or Waiter!
Good Luck!

[9] Body movements, gestures and touch are important ways of giving a "message" to someone else.

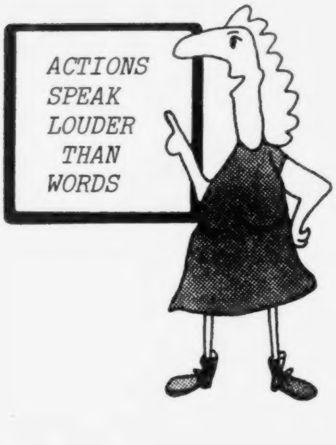
[10] Common Hand Signals:

a. Hello or Goodbye. A wave of the hand.
b. Crazy. Point index finger at your forehead and rotate it.
c. Stop! Hold hand up, palm outward.
d. Listen! Open hand and place behind the ear, palm facing forward.
e. Mm good! Part the lips a bit, stick out tongue and move from one side of the mouth to the other.
f. I Want a Ride. Close the hand, point thumb over the shoulder to "hitch" a ride.



8 Nonverbal Communication

Planning


ACTIONS
SPEAK
LOUDER
THAN
WORDS

Lesson 9

Time Planning

"Hey! Don't you know what time it is? I've been waiting here for twenty minutes!"

Time is extremely valuable to many people in the United States. They think about time a lot and plan activities according to how much time they have. In this lesson, students practice telling time and identify consequences of being early, late or "on time" in given situations.

Objectives The students will be able:

- to tell time.
- to describe the consequences of being early, late or "on time" in five different situations regarding work, social occasions and appointments.
- to calculate time in order to plan parts of a daily schedule.

9 Time Planning

Rationale

In some cultures, time is not as rigidly scheduled as it is in the U.S. In the American workplace, breaks, lunch hours and starting/completion times are arranged to make the most efficient use of time and meet the demands of production. When visiting a doctor or service provider (a child's teacher, for example), punctuality is considered extremely important. In social situations, Americans usually do not want to be kept waiting. By being able to tell and manage time, people can help themselves function more smoothly with Americans in daily life.

Skills

observing

numeracy: reading and writing

numeracy: computing

Materials

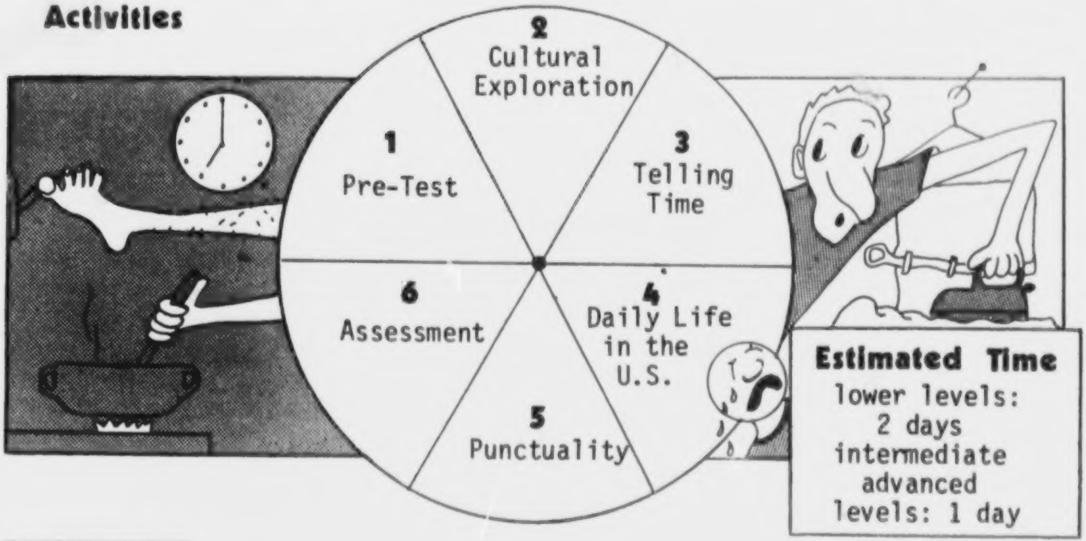
Item	Quantity	Activity
model clock (hand-held)	2 per class	1, 3a, 3b
newsprint and felt marker	3 each per class	2
long orange rods	12 per class	3a, 3b
short white rods	60 per class	3a, 3b
cardboard clock hands*	2 per class	3a, 3b
number flashcards 1-60*	60 per class	3a
worksheet: matching*	1 per student	3b
worksheet: writing time*	1 per student	3b
open-ended story: Busy Day*	1 per class	4
picture story: meeting a friend*	1 per class	5a
chart: On Time*	1 per class	5b
colored chalk	4 per class	5b
worksheet: time management*	1 per student	6a

* preparation needed before class

Language

	Vocabulary		Literacy
What time is it? It's one o'clock. one-fifteen. one-thirty. one-forty-five. I'm sorry I'm late.	time clock early on time late hour(s) minute(s)	morning afternoon evening night	(numbers) 0-59 (clockface time) (digital time) 1:00-12:59

Activities



Estimated Time
lower levels:
2 days
intermediate
advanced
levels: 1 day

1 Pre-Test

Time Game. Students tell time in English.

- Review counting numbers from 1-59. Show a model clock and ask what time it is on the clock. Change the clock hands and ask individual students to state the time in English.
- Draw two blank clockfaces on the blackboard. Fill in each with a different time. Ask a student to point to the clock showing the time class begins each day. Change the times on the clocks and ask another student to point to the clock showing the time class ends each day.
- Have the students form two groups, each group sitting in one straight row. Give a model clock with moveable hands to the first person in each line. Say a time. The two people move the hands to show the time stated. Continue until all students in each line have completed the task.

2 Cultural Exploration

A Day In My Life. Students identify changes in their lives since coming to the refugee camp with regard to daily schedules and the concept of time.

- Have students form two groups. Ask the first group to prepare and present a Role Play (see Techniques) of a "typical day" in the students' native country. (If there are people from both urban and rural backgrounds, have them form three groups.) Ask the remaining group to prepare and present a role play of a "typical day" in camp, from morning until bedtime.
- Post two (or three) pieces of newsprint. Divide each into three sections by drawing a rising sun, a full sun and a moon to represent morning, afternoon and evening.

9 Time Planning

🌅	☀	☾

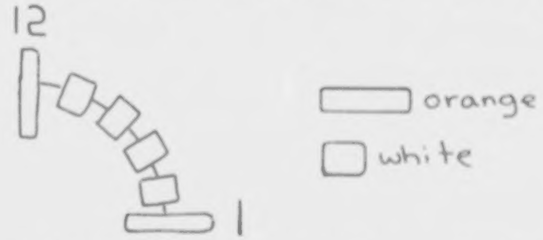
Review the role plays with the students by asking questions about their individual lives in their native country and in the camp. Record daily activities by listing or drawing them in the three sections on the pieces of newsprint.

- Ask some follow-up questions:
  * How did you decide when you were going to do a particular activity in your homeland? In camp?
  * Who decided what you would do first, second, etc. in your homeland? In camp?
  * Was it important to be at a particular place at a particular time in your homeland? In camp? Why? What were the consequences of not being there on time?
  * Did you ever need a watch or clock in your hometown? In camp?
  * Did you feel you had enough time in a day to do everything you wanted to in your native country? In camp?
  * How do you feel about the way your daily life and use of time has changed since coming to camp? What is positive about living with the camp schedule? What is negative?

3 Telling Time

a Reading a Clock. Students tell time using model clocks.

- Clear a space in the center of the classroom and place 12 long orange rods in a circular pattern on the floor to represent whole hours. Place short white rods between each orange rod to represent minutes. Place one white rod on the bottom tip of each orange rod to show the relationship between "15 minutes" and "7-fifteen."

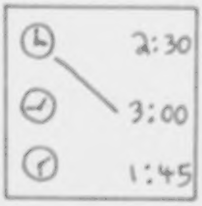


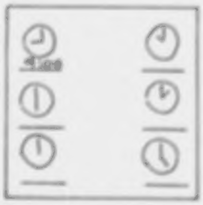
Point to the orange rods and have the students count the whole hours. Place flashcards with the number beside each orange rod, after students are comfortable counting the rods. Repeat the above procedure with minutes.

- Add cardboard clock hands to the model. Use a big white "hand" to correspond to the minutes and a short orange "hand" to correspond to the hours.
- Present whole hours from 1:00 to 12:00 using the movable hands. Model the question, "What time is it?" and the response, "It's _____ o'clock." Repeat the above with minutes, teaching the phrases, "It's one-oh-one," "It's three-twenty," etc.
- Show a hand-held model clock and repeat the above procedure.

b Reading and Writing Clock Time. Students read and write clock time.

- Repeat the above exercises writing the corresponding times on the blackboard (e.g. 1:00, 7:35). Begin with whole hours and proceed to hours and minutes.
- Distribute worksheets on which students must match different times to the corresponding written times. Distribute worksheets for students to write the correct times under the clock faces.





- Have the students form two groups. Show a model clock. Ask a representative from each group to go to the blackboard. Change the clock hands, show the clock to everyone. The first group representative to write the correct time on the blackboard scores a point for the group. (Encourage teammates to help by calling out the correct time in English.)

4 Daily Life in the U.S.

Open-Ended Story. Students identify likely changes in their lives after settling in the U.S. with regard to daily schedules and the concept of time.

- Refer students to the "Cultural Exploration" activity in which they compared their daily routines in their homeland to their daily routines in camp.
- Present an Open-Ended Story (see Techniques) about one refugee family's "typical" busy day in the U.S.

> An and Liu woke up at 5:45. Liu prepared a light breakfast while An got ready for work. Just before she left, An prepared some lunch for the children. (An had to leave the house by 6:30 to catch a bus to get to work on time. Her job begins at 8:00.)
>
> After they had eaten their breakfast, and An had left for work, Liu woke the two oldest children.

They got washed and dressed and sat down for breakfast. While they were eating, he helped the youngest two get ready for the day.

One daughter goes to junior high school. She left at 7:30 to catch the bus. One son goes to elementary school. He lives close to his school so he walked there along with some neighbors. Liu took the two youngest sons to the daycare center on his way to work. He starts work at 8:30. It takes him about 15 minutes to get there by bus.

An and Liu must hurry every morning to be sure they get to work on time.

An usually picks the children up at the daycare center after work. During her lunch break, she remembered that she had scheduled a dentist appointment for 5:30 that evening. So, she telephoned Liu at work and asked him to pick up the kids.

When Liu arrived home, he prepared dinner for the family. An went to ESL class directly from the dentist's office. When she came home she was very hungry. She ate her dinner which Liu had saved for her in the refrigerator.

An helped the oldest children get ready for bed while Liu watched TV. The little ones were already asleep.

The next day would be Thursday. That would be Liu's night to go to ESL class.

- Follow-up the story by asking comprehension questions:
  - * What happened first?
  - * What time did they wake up?
  - * Who fixed what in the kitchen? Etc.

Ask interpretation questions:

- * Why did both An and Liu share the food preparation work in the morning?
- * Would you like to share the cooking with your spouse? Why or why not?
- * What might the sons eat at the day care center?
- * How do you think the others get home from school?
- * Why do the parents attend school on alternate nights?
- * How much time did the parents spend together?
- * How much time did they spend with their children?

- Have students compare the life of this family in the U.S. to their daily lives in their homeland or in the camp. Ask them to identify differences and reasons for the changes.
  - * What things in this family's day seem very different from a typical day in your country?
  - * What differences might cause problems for you?

* What kinds of problems?
* What solutions might help you cope with the problems?

5 Punctuality

a Picture Story. Students identify differences in the concept and value of measured time in their culture and American culture.

- Present a Picture Story (see Techniques) in which an American and a member of the students' ethnic group arrange to meet each other at a specific time and place. The American is on time and becomes increasingly annoyed as he or she waits and waits for the other person. When the refugee finally arrives, the American has left.
- Ask comprehension questions about the sequence of events and interpretation questions about each character's expectations, reactions and feelings at each point in the story.

b Chart Game. Students describe the consequences of being early, late or "on time" in different situations in the United States.

- Post a chart listing different formal and social situations that require prior time arrangements (see Bits and Pieces). Leave the columns under CONSEQUENCES OF ARRIVING EARLY, AT THE SCHEDULED TIME or LATE blank.

	Early	on time	Late
Dr.			
Interview			
Dinner Party			

- Have the students form four groups. Assign each group a different color by handing them colored chalk. Read and describe the first situation. Allow the groups time to decide upon an answer. Instruct representatives from all the groups to mark the chart in the chosen column with the colored chalk. Each representative then explains the group's choice. Allow discussion after all groups have chosen and explained the reasons for their choices. Continue until all the situations have been discussed.

6 Assessment

a Time Planning. Students calculate times to better manage their daily schedules.

- Distribute worksheets on which students read time management problems. (See Appendix). Example:
    * You have a job at the SO SO Lock Factory. You must be at work at 8 AM. It takes 25 minutes by bus to get to work. You must take a bus. Two buses stop near your house that will get you to work. One comes at 7:15 AM and the other comes at 7:35 AM.
- Ask follow-up questions:
    * What time does the first bus arrive at SO SO factory?

  - * What time does the next bus arrive?
  - * Which bus must you take to work? Why?

- Review the worksheets together.
- For lower-level classes, you may need to explain and complete each problem as a group, drawing pictures and clocks on the blackboard as you tell the story.

b Proverbs. Students analyze American proverbs and identify the underlying American values.

- Present a proverb. Have students memorize it, analyze the meaning and identify some underlying values.

NEVER PUT OFF TILL TOMORROW WHAT YOU CAN DO TODAY.

BETTER LATE THAN NEVER.

TIME HEALS ALL WOUNDS.

ROME WAS NOT BUILT IN A DAY.

A STITCH IN TIME SAVES NINE.

LAST BUT NOT LEAST.

HERE TODAY GONE TOMORROW.

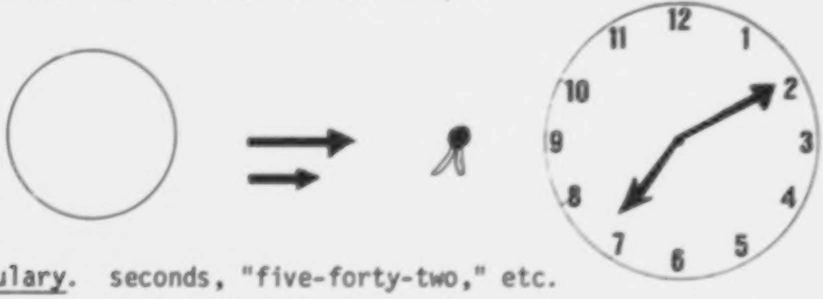
THE EARLY BIRD CATCHES THE WORM.

- Ask students to give proverbs on the same topic from their own culture.

Notes

Preparation

Model clocks can be made from pieces of wood and paint or from paper plates with cardboard hands attached with clips.



Language

Advanced Vocabulary. seconds, "five-forty-two," etc.

Advanced Structures. Hurry up! How much time do I have? How long does it take?

Variations

For the "Cultural Exploration" activity, have students draw pictures individually on blank pieces of paper to illustrate what they did at different times of the day in their native country.

Present some Letters from refugees (see Techniques) which discuss time management in the U.S.

Explain that by being on time to class each day, the students can practice following structured time schedules such as they might face in the U.S. In lower-level classes, have the students practice saying, "I'm sorry I'm late." Respond by saying, "That's alright. Please sit down."

Appendix. worksheet: time management problems, page 390

Concerns

Students should be able to count and compute numbers 1-59 and should be able to measure equal parts before beginning this lesson.

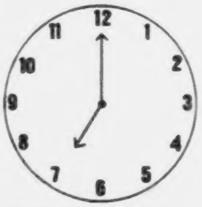
The process of adjustment from a life in which people structure their own time to a life in which someone else decides when they must do certain things each day may be frustrating and uncomfortable. It's natural that such major adjustments may take a long, hard time. Learning to live with a structured scheduled in camp is a step to being able to plan and manage one's time in a new and busy environment.

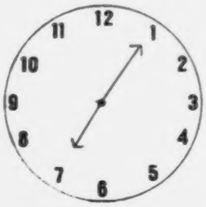
9 Time Planning

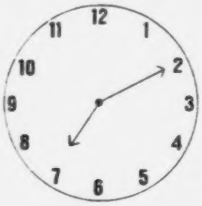
Bits and Pieces

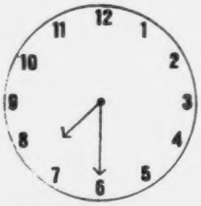
1 In the United States, time has value. People like to accomplish something--do something during much of the day. They may work to earn money, visit a friend, clean the house, fix the car, go to a movie, listen to music, sleep, etc. They usually do not want to wait for someone to come by or for something to happen. Many consider waiting a waste of time.

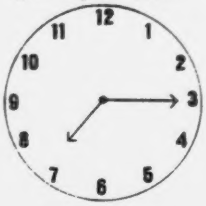
2 TELLING TIME

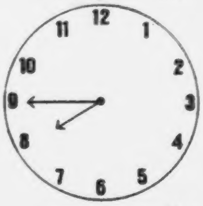

seven o'clock

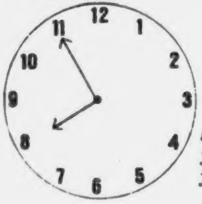

seven-o-five
five after seven


seven-ten
ten after seven


seven thirty
half past seven


seven fifteen
quarter after seven
fifteen after seven


seven forty-five
quarter to eight
fifteen to eight


seven fifty-five
five to eight
five of eight

3 A.M. (am)
From 12 midnight to 12 noon.

P.M. (pm)
From 12 noon to 12 midnight.

4 Usually, time is written and spoken in terms of hours from 1-12, not from 1-24 as in some other countries.

5 Situations that usually require arranging a time:

- medical check-ups (doctor, dentist)
- job interview
- beginning and ending work hours
- interviews with community service providers (resettlement agency, school officials, etc.)
- dinner parties at home or in a restaurant; social parties

The meaning of "being on time" varies according to the situation and the people involved. "Being on time" does not always mean arriving at the exact pre-arranged time.

6

Situation	Arriving a little early	Arriving at the time pre-arranged time	Arriving a little late
Appointment (with a dentist)	Gives you time to complete necessary paperwork before the appointment.	Completing paperwork may delay you.	You may miss the appointment. Another patient may be with the dentist. You may have to pay for your missed appointment and re-schedule it for another day.
Daily Job	Gives you time to socialize or punch in your time card, if necessary.	You will keep a good work record. You may be a little rushed.	Punctuality is an important part of a good work record. If you're late too many times, you may lose your job.
Job Interview	Gives you time to complete paperwork if necessary.	You make a good impression.	Gives a negative first impression--maybe you wouldn't be on time for work, either.
Dinner Party (at an American friends' home)	It might be embarassing for the hosts if they're not ready yet.	Your hosts will feel pleased.	More than ten minutes late and the food may get cold!
Dinner Appointment (at a restaurant).	You can find a seat and relax as you wait for your friend. You may have to stay alone awhile.	You won't have to wait alone or keep your friend waiting.	Your friend may feel you are not respectful or lack interest.
Social Party (at an American friend's home)	It might be embarassing for the hosts if they're not ready yet.	You may be alone for a while. Social parties really "get going" later than scheduled times.	Most people arrive a bit late. You might feel more comfortable being with a number of other people, and the hosts will be ready.

Planning

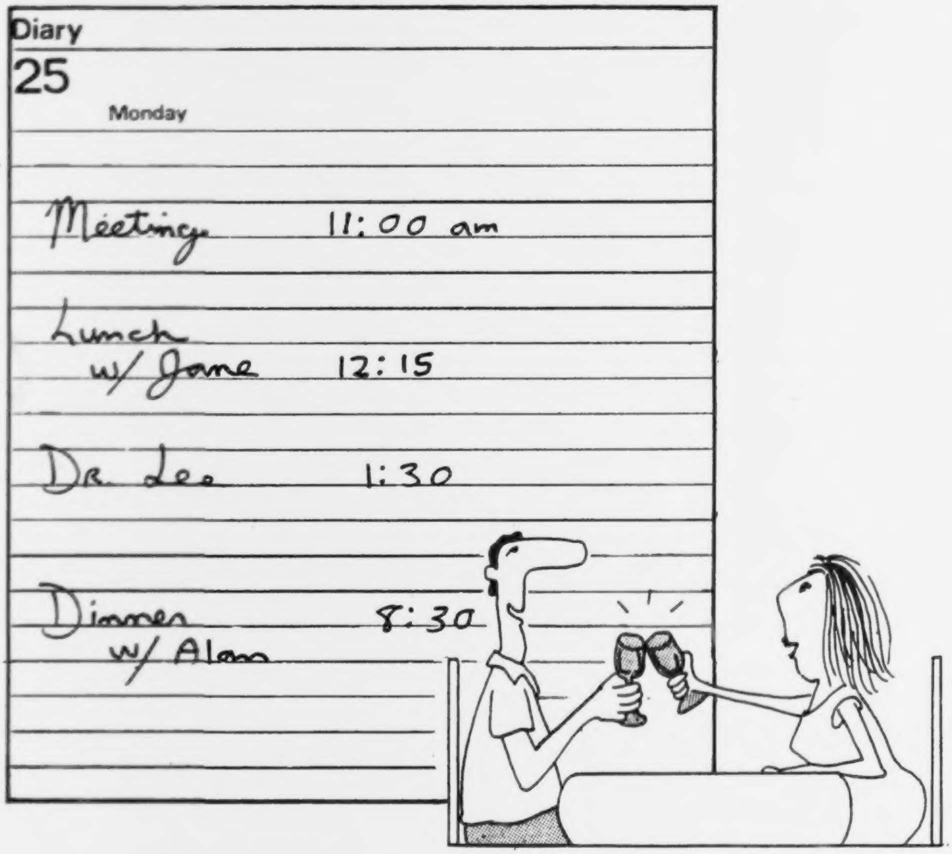
TIME
IS ON
MY SIDE

Lesson 10

Calendars and Appointments

"Today is Monday the 25th. I have an appointment with the doctor at 1:30."

Soon after arrival in the U.S., refugees will need to meet with people who may only be able to see them at a certain time. In this lesson, students practice making, recording and breaking appointments.



Diary

25

Monday

Meeting 11:00 am

Lunch
w/ Jane 12:15

Dr. Lee 1:30

Dinner
w/ Alan 8:30

Objectives The students will be able:

- to read a calendar.
- to identify situations when appointments are needed, and when they may need to be broken.
- to make, keep and break appointments in a socially-acceptable manner according to American customs.
- to record appointments and special events on a calendar.

10 Calendars and Appointments

Rationale

People in the U.S. make appointments to see the doctor or dentist, to interview for jobs, to look at a house or apartment, to meet a teacher or job counselor, etc. It is possible to just "drop-in" to visit friends, but people are often so busy that they need to arrange social appointments, as well. By identifying the need for appointments in various situations and practicing how to make, keep and break appointments, people become better prepared to function comfortably in the U.S.

Skills

literacy:	reading and writing	identifying problems
numeracy:	reading and writing	solving problems

Materials

Item	Quantity	Activity
flashcards: days of the week*	1 set per class	1a
flashcards: months of the year*	1 set per class	1a
real calendar	1 per class	1b
handout: current month calendar*	2 per student	3b,4c
model clock	1 per class	4a
model telephone	4 per class	4b,4d,5
appointment needs cards*	1 per student	4b
appointment papers*	1 per pair	4c
problem situation cards*	1 per four students	4d
calendar roulette game*	1 game per class	5
coin	1 per class	5

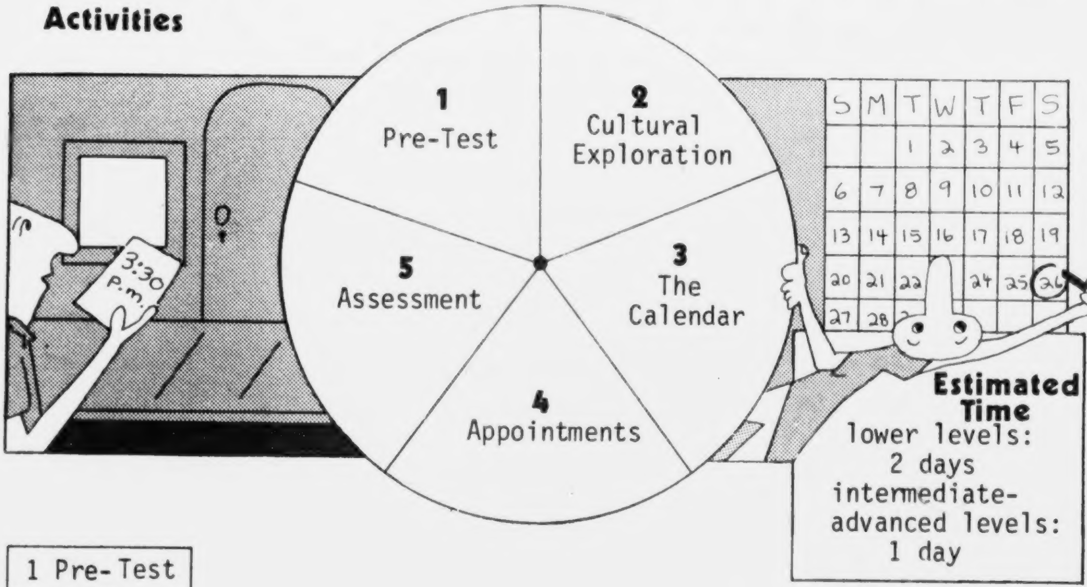
* preparation needed before class

Language

	Vocabulary	Literacy
What day is today? What day was yesterday? What day is tomorrow? I need to make an appointment. I have an appointment at ___. I need to break (change) my appointment.	today yesterday tomorrow appointment calendar time	(days of the week) (months of the year) (dates) (time)

10 Calendars and Appointments

Activities

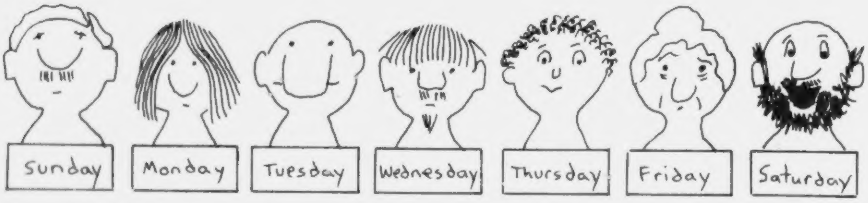

1
Pre-Test
2
Cultural Exploration
3
The Calendar
4
Appointments
5
Assessment
3:30 P.m.
S M T W T F S

Estimated Time
lower levels:
2 days
intermediate-advanced levels:
1 day

1 Pre-Test

a Days and Months. Students name the days of the week and the months of the year.

- Ask the following questions:
  - * What day is it today?
  - * What day was it yesterday?
  - * What is the first day of the week? The second? Etc.
- Ask questions about the months.
- Distribute seven flashcards with the days of the week written on them. Ask the students with cards to stand in a line in correct order from the first to the seventh day of the week.
- Repeat the above procedure using 12 flashcards of the months.


Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

b Calendar Recognition. Students locate the days of the week and the months of the year on a calendar.

- Show a real calendar, turning the pages to several different months. Ask students what you are holding and why people use them. Have individual students locate this month (stating name of month), today's date (stating day and date), yesterday's date, next month, etc. using the calendar.

2 Cultural Exploration

Questions. Students answer questions about their cultural attitudes toward time and appointments.

- Ask students how they organize a meeting in their native country. Who are people you need to plan to see (in advance)? Do you set an exact time and place to meet? Is punctuality important? What happens if you planned to meet someone at a specific time and place and you are sick that day? Do you notify the other person? How?
- Explain that time and place are important elements in the process of making appointments in the U.S. People are busy and may live quite a distance from the people or places they want to visit. They often need to plan their schedules and appointments in advance. After they plan a meeting or an event, they record the occasion, the time and place on a calendar.

3 The Calendar

a This Month 1. Students locate days and dates on a blank calendar.

- Draw a large blank calendar on the board. Work with the class to fill in the calendar by naming and writing in this month and the days of the week. Fill in each space after receiving an answer to a question:

  * What day is today? Where do you put it?
  * What day was yesterday? Tomorrow?
  * On which days is there no school? Where do we put them?
  * What is today's date? Tomorrow's? Last Wednesday's? Etc.
  * What is the first day of the month? The last?

b This Month 2. Students locate specific dates on individual calendars.

- Distribute handouts of calendars for the current month. Refer to the big calendar just completed on the blackboard. (The two should be the same.) Ask students to circle or check the following on their individual calendars:

  * today's date
  * yesterday's date
  * next weekend Etc.

MAY
Today's date.

4 Appointments

a Making and Keeping Appointments 1. Students identify the need for making appointments in certain situations.

- Briefly review "time" by showing a model clock and asking students to move the hands to the time class begins and class ends, the time they eat dinner, etc.
- Explain that the teacher wants to meet with one student privately. Ask one student to meet you at the classroom at 12:30 p.m. the following day. Explain the concept of an appointment. Ask that

student to go to the large calendar on the board, circle the date and write in the time and place. Point to tomorrow's date on the large calendar and move the model clock hands to the time of the scheduled appointment. Ask the class what should happen at this time on tomorrow's date. Have the original student stand with you in front of the class.

- Ask students to name situations which require appointments and to explain why.

b Making and Keeping Appointments 2. Students practice making, recording and keeping appointments.

- Using model telephones, call the classroom aide (or a guest) and arrange to meet at a time and place on a specific date. Record the appointment on the large calendar.
- Have the students form two groups. Each group takes two telephones. Distribute cards stating "needs" such as a doctor's appointment, a meeting with a child's teacher, a job interview, etc. Ask each student to use the phone to make the necessary arrangements and to record the results on the large calendar on the board. (Work with one group and have the aide work with the other group as the receiver of the calls.)

c Recording Appointments. Students record appointments on a calendar.

- Distribute calendar handouts for the current month. Have each student find a partner. Give each pair a piece of paper stating date, time, place and type of appointment.
- Ask the students to record their appointments on their individual calendars. When they have completed this, have them change seats so that the original partners are separated.
- Draw a new calendar on the board. Point to a day and ask which pair has an appointment on this day. What day is it? What's the date? What time is the appointment? Where is it? With whom? The two students who have scheduled an appointment for that day come to the front with their calendars and answer the questions. Check to see that they have recorded the appointments correctly.
- Continue until all students have participated.

d Breaking Appointments. Students identify situations in which appointments may need to be broken and practice breaking appointments.

- Review the importance of making and keeping appointments in the U.S.
- Give a sample situation:

> It is Tuesday, the 3rd, 8:00 a.m. You have a job interview this morning at 10 a.m. Your 5-year old daughter wakes up with a very high fever and a bad cold. What should you do?

- Allow students to discuss options. If the person in the story can't find anyone to watch her daughter for awhile, or if the daughter must go to the doctor, the mother will need to cancel (break) her appointment for a job interview.
- Demonstrate how to break an appointment using the telephone.
- Have the students form groups of four. Distribute one "problem situation" card to each group. Ask the groups to read and discuss the situations and report to the class what they decide to do. If the decision involves breaking an appointment, have them demonstrate the proper procedure by using the model telephones.
- Elicit from the students situations which may require appointments to be broken. List these on the blackboard.

5 Assessment

Calendar Roulette Game. Students make, break and record appointments following individual instructions.

- On poster board, put calendars of all months of the year. Put the poster board on the table or floor. Have a student toss a coin onto the board and read the date the coin lands on.
- That student then selects an appointment instruction card from a pile next to the poster board. Following the card's instructions, the student either makes or breaks an appointment using the telephone or records the appointment (in pencil) on the poster board calendar. Encourage classmates to assist and to make sure that all necessary information is provided.

Notes

Preparation

Banks, schools and community service organizations sometimes distribute free calendars.

Language

Advanced Vocabulary. this week, last week, next week, last month, etc.

Advanced Structures. I'd like to make an appointment with the personnel manager, doctor, counselor, etc. I can't make it on ______ because ________________.

Variations

Ask students to keep a daily or weekly Journal (see Techniques), listing or explaining what they do or experience each day. Collect the journals, using their journal entries for follow-up stories and discussions about appointments and schedules.

Give students a schedule for one week with 5 blank spaces. Give them a list of 10 obligations which they have. Instruct them to fill in the schedule paper with the 5 appointments they consider most important. Have them explain why they chose to keep the appointments they did and how they will get out of their other obligations.

Concerns

There is a lot of reading and writing involved in this lesson. Be sure to set goals that are realistic for your students and return to these activities at various times throughout the course.

Bits and Pieces

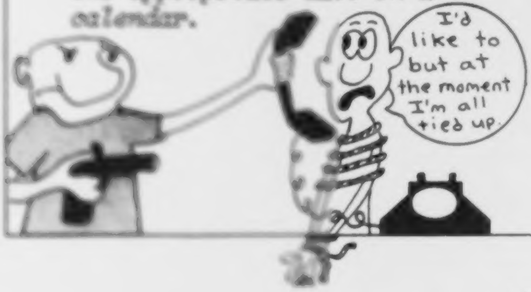
[1] Many Americans believe an individual can influence the future. People often plan and schedule their days' activities in advance to make sure they accomplish what they want or need to.

[2] SITUATIONS:

APPOINTMENT REQUIRED	POSSIBLE REASONS FOR CHANGE OR CANCELLATION
dentist, doctor visit	transportation problems, emergency situation at home
job interview	unexpected illness, transportation problems, emergency situations
meeting with a service provider (school teacher, resettlement worker, etc.)	same as above
dinner or lunch date with a friend.	same as above
looking at an apartment or house for rent	same as above

[3] Making Appointments

- Use the telephone to arrange a time and place to meet.
- See the person and arrange a time and place to meet.
- Include all the necessary information when scheduling an appointment:
your name, who you want to meet, reason for the appointment, time, date, location.
- Record the time and place on the appropriate date on a calendar.


I'd like to but at the moment I'm all tied up.

[4] Keeping Appointments

- Refer to the calendar daily to check for scheduled appointments.
- Plan transportation ahead of time so that you can arrive at the appointment "on time."

[5] Breaking Appointments

- Use the telephone to cancel appointments in advance. (People are sometimes charged for medical appointments they miss if they don't cancel them far enough in advance.)

Give the reason for the cancellation and ask to re-schedule the appointment if necessary.

10 Calendars and Appointments

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21				25	26
27	28	29	30	31		

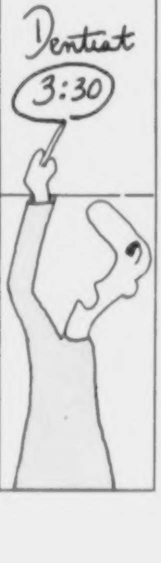
6 *"Thirty days has September, April, June and November. All the rest have thirty-one, except February which stands alone."*

7 *Calendars in the United States list SUNDAY as the first day of the week, and SATURDAY as the last day of the week.*

8 *__A Schedule__: a list of times, of events or activities; a timetable.*

9 *There is an American belief that people will do what they say they will do. People make appointments to meet each other and __expect__ the other person to arrive as scheduled. People promise to complete tasks on time and are expected to show results.*

10 *__An Appointment__: an engagement to meet someone or to be somewhere.*



Planning

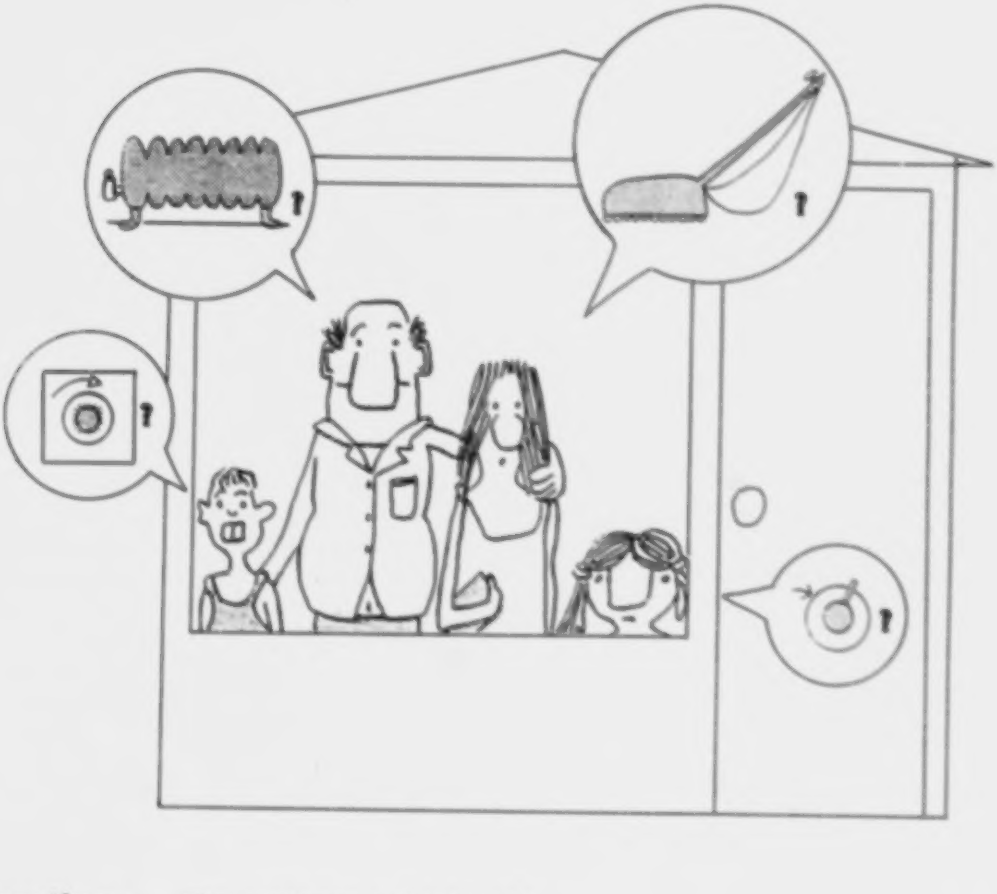
LET'S
CALL
IT A
DAY

Lesson 11

Housing in the U.S.

"What's this used for?"

In this lesson, students identify different kinds of housing and describe or demonstrate how to use the rooms, furnishings and appliances commonly found in homes in the U.S.



Objectives The students will be able:

- to describe at least three different types of housing in the U.S.
- to describe the functions of rooms in typical American housing.
- to describe or demonstrate the functions of common household appliances and furnishings.
- to specify methods for the economical use of electricity, gas and water in the home.

11 Housing in the U.S.

Rationale

When they first arrive in the U.S., refugees usually live in rented apartments or houses. Their homes may be in an unfamiliar environment (urban rather than rural) or filled with unfamiliar appliances and furnishings. By demonstrating or describing the functions of some objects commonly found in U.S. homes, the refugees can help to prepare themselves to live more comfortably in their new housing situations.

Skills

assessing needs
identifying problems
solving problems
operating appliances

Materials

Item	Quantity	Activity
newsprint, marker, set of rods	1 each per group	1
model American house (dollhouse)	1 per class	1
refugee letters*	3-4 per class	2
pictures: different types of housing*	4-5 per class	2
pictures: rooms in a house/apt.*	1 set per class	3a
Snap index card game*	60 cards per class	3a
"real" model American house	1 per class	3a,3b
pictures: furnace and heater*	1 each per class	3c
model thermostat*	1 per class	3c
newsprint floorplan*	1 per group	4a
toy furniture and appliances	4-5 sets per class	4a
bedsheets, blanket, pillow	1 each per class	4b
real appliances	as available	4b

* preparation needed before class

Language

Where is the bathroom?

May I use your telephone?

Vocabulary

bedroom
bathroom
living room
dining room
kitchen

house
apartment
room
mobile home

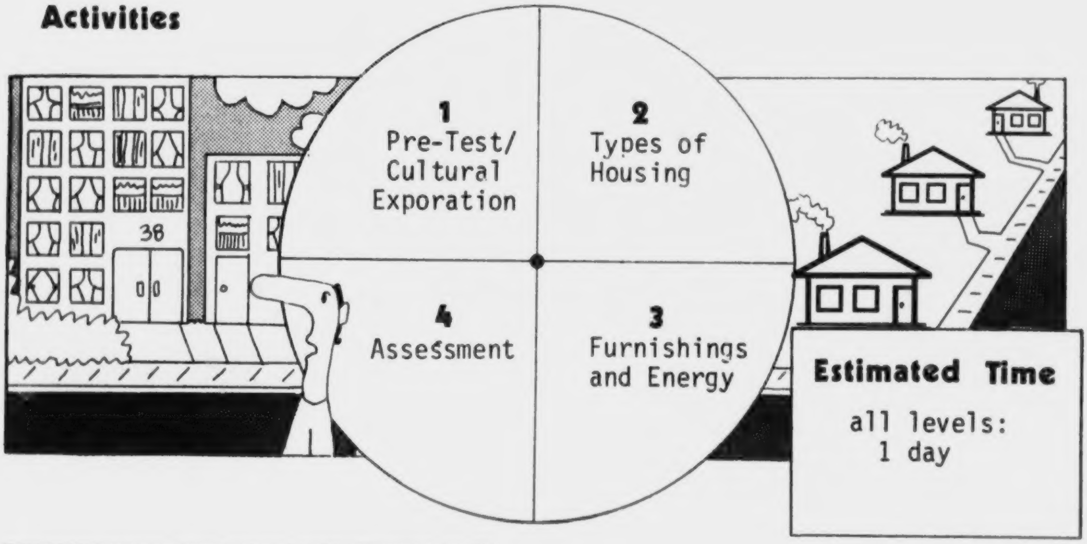
electricity
gas
water

sleep
eat
cook
take a bath
talk
read
degrees

Literacy

ON
OFF
0°-100°
HIGH
LOW

Activities



Estimated Time

all levels:
1 day

1 Pre-Test/Cultural Exploration

Comparing Housing. Students describe the functions of rooms in typical housing in their native country and in the U.S.

- Ask students to imagine explaining the kind of housing they lived in (in their native country) to a group of Americans who had never been to their homeland.
- Have the class form groups of 4 or 5 people and distribute newsprint, markers and rods. Give the students 10-15 minutes to make a model or a drawing of one "typical" kind of dwelling in their native country.
- Invite all the students to "visit" the dwelling of one group. Ask that group to explain the details of the housing and its surroundings:
  - * How many people live in the house?
  - * Where is food prepared? (If in a kitchen, is it prepared on a table or on the floor?)
  - * Where is food eaten?
  - * Where do people wash themselves?
  - * Are the bath and toilet in the same place?
  - * Is there a yard or a garden? Where?
  - * Where do people sleep? How many people sleep in each room? In each bed?
  - * Is there any temperature control?
  - * What are the sources of energy (e.g: electricity, gas, oil)?
  - * What are the functions of each room?
- Continue "visiting" each group's dwelling.

- Present a model American-style house (one option is to use a doll house). Remember to point out that not all American housing is the same as this model. Using the model house as a reference, ask the students the same questions as above. Add information as needed.
- List some basic similarities and differences between housing in the students' native country and housing in the U.S.

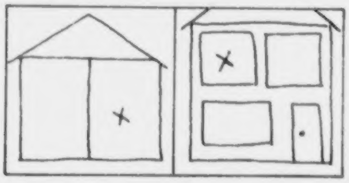
2 Types of Housing

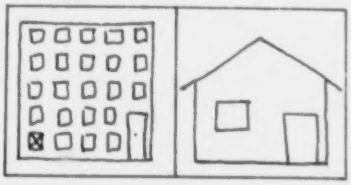
Here or There. Students describe advantages and disadvantages of living in different types of housing.

- If your class includes students from the city, take a survey of the different kinds of housing they used. How many lived in apartments? How many lived in family houses in the city? How many lived in rural areas?
- Choose one person to represent each category of housing mentioned. Ask each person to describe his/her home and why he or she lived in that kind of housing. Ask about the advantages and disadvantages of each type.
- Present some Letters from refugees (see Techniques) about their housing situations in the U.S. Show pictures of different types of housing to illustrate the letters. Two sample letters:

> * "Their (Americans') house is considered a kind of castle in where no one is entitled to intrude. Even within a family, privacy is highly regarded--children sleep in a separate bedroom."
>
> Vietnamese man (San Jose, California).
>
> * "At the end of last month my family and I moved into our rented house that I had signed a six-month lease for. The rent is $240 a month, excluding utilities. The house is not so far away from downtown, only 15 minutes by walking. It's also a big house: there are four bedrooms, a kitchen, a dining room, a living room and a study room. It is big enough for all eight of us to live. All of the furniture in the house is owned by me, but it was donated by my local church sponsor, a very big Catholic organization."
>
> Khmer man (South Bend, Indiana).

- Post pictures of different kinds of American housing. Ask students to describe as much as they can about each kind of housing. Add necessary information. Have the students suggest advantages and disadvantages of living in each type of housing.

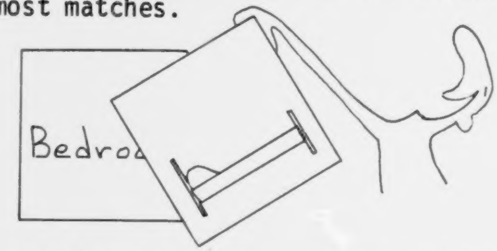




3 Furnishings and Energy

a In This Room. Students describe the functions and locations of common appliances and furnishings in a house or apartment.

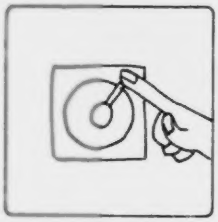
- Show pictures of each room: kitchen, bedroom, living room, dining room, bathroom. Describe the general functions and locations of the appliances and furnishings found in each room.
- Play "Snap." Prepare a set of 60 index cards. 30 cards have the names (or pictures) of the rooms in a house. The other 30 have names (or pictures) of furniture. Deal an equal number of cards to each player. One-by-one, players put cards face up in a single pile in the center of the table. When a student sees a card matching one in his/her hand, he/she puts down the card and says, "Snap"--claiming the card on the table before anyone else. The winner makes the most matches.

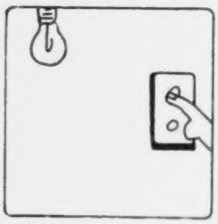


- If possible, take a field trip to a model American-style house. Tour each room and have students demonstrate or describe the functions of the appliances and furnishings.

b Conserving Energy. Students specify methods for the economical use of electricity, gas and water in the home.

- As in Activity 3a, tour a model American-style house, if possible. Have students demonstrate the functions of the utilities--electricity, gas and water.
- Explain that utilities are very expensive in the U.S. Ask students to identify their needs in a few situations. Have them list the ways they can use less energy and thereby save money and still meet their needs (e.g. for heat, for light). Give specific circumstances to consider:
  - * It's very cold outside. You have a broken window.
  - * It's very hot outside.
  - * You just finished playing cards in the living room. You decide to eat something in the kitchen.
  - * It's wintertime and your family is about to go to bed.





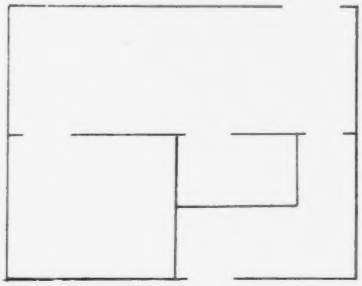
c Thermostat. Students demonstrate how to adjust a thermostat.

- Show pictures of furnaces and heaters. Show a model thermostat. Demonstrate how to adjust the thermostat. Stress the importance of keeping the temperature at a maximum of 65°-70° during the cold months.
- Pass the thermostat around. Ask individual students to set it at different temperatures.

4 Assessment

a Toy Furniture. Students describe and/or demonstrate functions of rooms and common household appliances and furnishings in typical types of American housing.

- Have the students form groups. Give each group a paper with a floor plan of a house or apartment. Distribute sets of toy furniture and appliances. Ask students to place the furniture in the rooms indicated on the floor plan and to describe the functions of each piece. Have them compare their results.



b Room-to-Room. Students demonstrate the functions of common appliances and describe economical ways to use electricity, gas and water in a home.

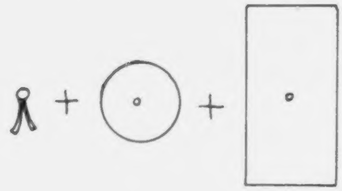
- Set up classrooms ahead of time to represent the different rooms in an American-style home. Have the students complete a task in each room:
  - * make a bed (American-style)
  - * use appliances (e.g. stove, rice cooker, vacuum cleaner)
  - * turn water off and on
  - * flush the toilet
  - * wash windows

Notes

Preparation

Draw or gather pictures (from magazines, catalogues or books) showing a variety of housing styles, furniture and appliances. Magazine and catalogue pictures can be mounted on cardboard and covered with plastic to help them last longer.

Model thermostats can be made from cardboard. Attach a round piece of cardboard to the main rectangular piece (using a clip) to form a moveable dial.



Language

It's polite to ask for permission to use the bathroom or telephone in someone's house.

Advanced Vocabulary. utilities, thermostat, names of furniture and appliances.

Advanced Structures. Would you show me where it is? How do I use it?

Variations

Explain the function of a garbage disposal and safety precautions for use.

Ask the teachers to identify the circled objects in the illustration on page 123. They can check their answers by referring to the explanations in Bits and Pieces, page 131.

Follow-up

You may want to teach Lesson 14, "Household Maintenance and Safety," soon after this lesson.

Concerns

It's important to remind students that they can decorate, arrange and use their homes any way they like, as long as they don't break the law or rental agreements. There is no need to make beds in the American-style or put a sofa in the living room to entertain guests there. Their houses and apartments are for them to live in comfortably.

11 Housing in the U.S.

Bits and Pieces

1 *Limited space, economic factors and the natural environment all help influence housing situations. In a small town or rural area, there may be more land around houses than in a large city. In big cities--crowded with many people--people might live in apartments.*

2 *There are three main types of housing refugees generally live in when they first resettle in the U.S.*

Rented Room: A single bedroom in a house, possibly with a kitchen and bathroom shared by others. A person may have privacy in the room, but not necessarily in the house. Rooms are usually less expensive than apartments or houses.

Rented Apartment: A dwelling space with--at least--a bedroom, bathroom and kitchen in a building containing other apartments. The entrance to an individual apartment may be inside the apartment building. In an apartment, you must remember your apartment number since all the doors may look alike.

Rented House: A private living space including--at least--a bedroom, bathroom, kitchen and living room. Sometimes there is a yard or garden by the house. Each house has a private entrance. Houses are generally more expensive than apartments.

3 *It is customary for one family to live in one house or apartment, though households may consider of friends or other relatives.*

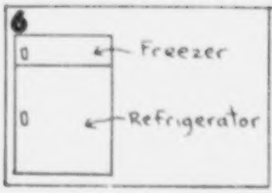
4 *An American-style home often has the following rooms. They usually serve specific purposes:*

BEDROOM *- sleeping* *- dressing* *- relaxing*	*LIVING ROOM* *- relaxing* *- entertaining guests*	*DINING ROOM* *- eating*	
BATHROOM *- bathing* *- using a toilet* *- storing*	[illegible]	*KITCHEN* *- storing* *- cooking* *- eating*	*FAMILY ROOM* *- relaxing* *- watching T.V.* *- entertaining*

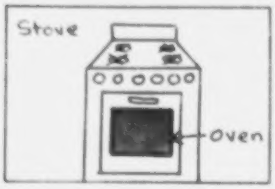
5 *Some homes also may have:*

- *pantry*
- *a basement*
- *an attic*
- *halls*

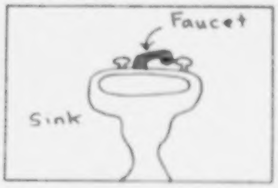
6


Freezer
Refrigerator

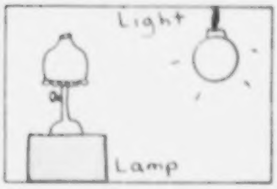
An appliance in the kitchen. One part keeps food cold; the other frozen.



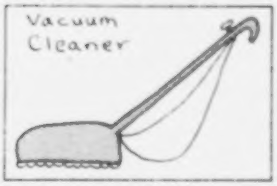
Gas or electric appliance. Ovens have separate knobs. You may need to light gas stoves/ovens with a match.


Faucet
Sink

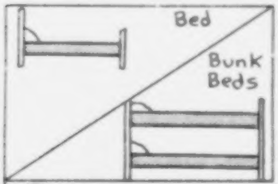
In the kitchen and bathroom. Has separate knobs for hot and cold water but water may exit one tap.



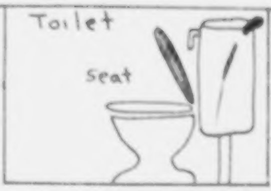
Electrical fixtures. Light bulbs need to be replaced by the tenant when they burn out.


Vacuum Cleaner

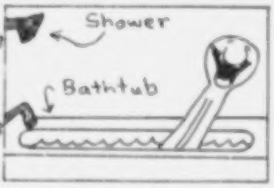
An appliance used to clean rugs and carpets. Bags need to be emptied periodically.


Bed
Bunk Beds

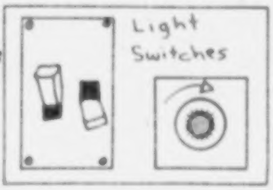
Usually for one adult, a couple or two small children. Parents usually sleep in their own room.


Toilet
Seat

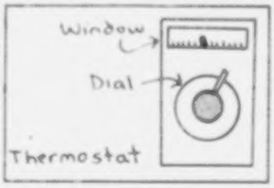
Sit on the toilet with the seat down. Men urinate with the seat up.


Shower
Bathtub

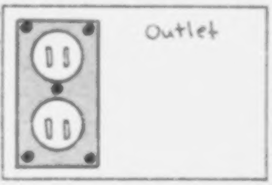
Both have hot and cold water with separate knobs. A drain is on the shower floor or in the tub.


Light Switches

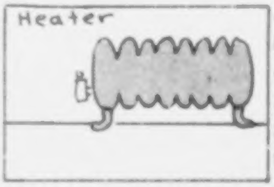
Found in every room. Turn lights on and off using a switch or a dial.


Window
Dial
Thermostat

In one room (for central heating) and in separate rooms for room heaters. Set temperature by turning the dial.



In every room of the house. They're often located near the floor.



Sources of heat may be oil, gas, electricity. Houses may have radiators, floor vents, wall heaters, etc.

7 *Economical Use of Energy:*

- * *Turn off anything not in use.*
- * *Windows or doors with cracks let heated or cooled air escape.*
- * *In the winter, turn the thermostat down at night.*
- * *Wear warm clothes inside so you don't have to turn up the heat.*
- * *Vary use of energy sources to save money (sometimes electric heat, sometimes gas).*

Planning

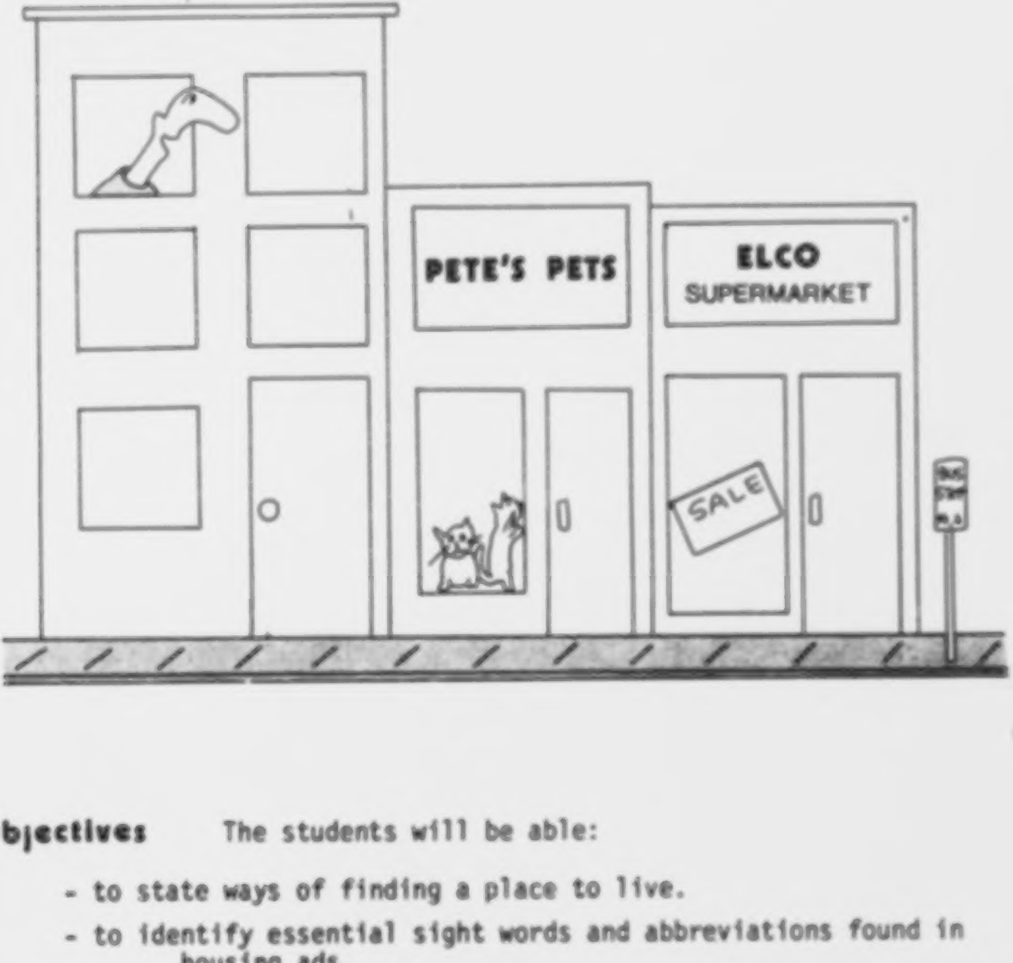
THERE'S NO
PLACE
LIKE HOME

Lesson 12

Finding a Place to Live

"I'm glad the bus stop and the supermarket are nearby."

Finding suitable housing involves determining what you need and want for your housing situation. It also involves figuring out what you can afford and what housing is available. In this lesson, students identify their housing needs and determine ways to look for housing in the U.S.



Objectives The students will be able:

- to state ways of finding a place to live.
- to identify essential sight words and abbreviations found in housing ads.
- to identify factors and priorities when considering where to live.

12 Finding a Place to Live

Rationale

When refugees first arrive in the U.S., sponsors or relatives usually provide them with housing. Sometime after arrival though, refugees may need or want to move to someplace that better meets their needs. Both the types of housing in the U.S. and the considerations they may have in deciding where to live may be new to them. The system of "house-hunting" may be different for them as well. By learning how to assess their own needs and how to look for places to live, refugees can enter the search with some confidence.

Skills

assessing needs
weighing options
determining priorities

literacy: reading
numeracy: reading

Materials

Item	Quantity	Activity
newsprint	3 per class	1
picture cards of houses*	4 per class	3a
chart: Mulberry Bush*	1 per class	3a
letters from refugees*	3-4 per class	3b
flashcards: picture and sight word*	1 set per class	4a
worksheet: simplified housing ads*	1 per studnet	4a
handout: housing vocabulary list*	1 per student	4b
worksheet: housing ads *	1 per student	4b
large cards: housing ads *	7-10 per class	4c
family situations*	1 per five students	4c
real housing ads (newspaper)*	as available	5
telephone intercoms	2 sets per class	5

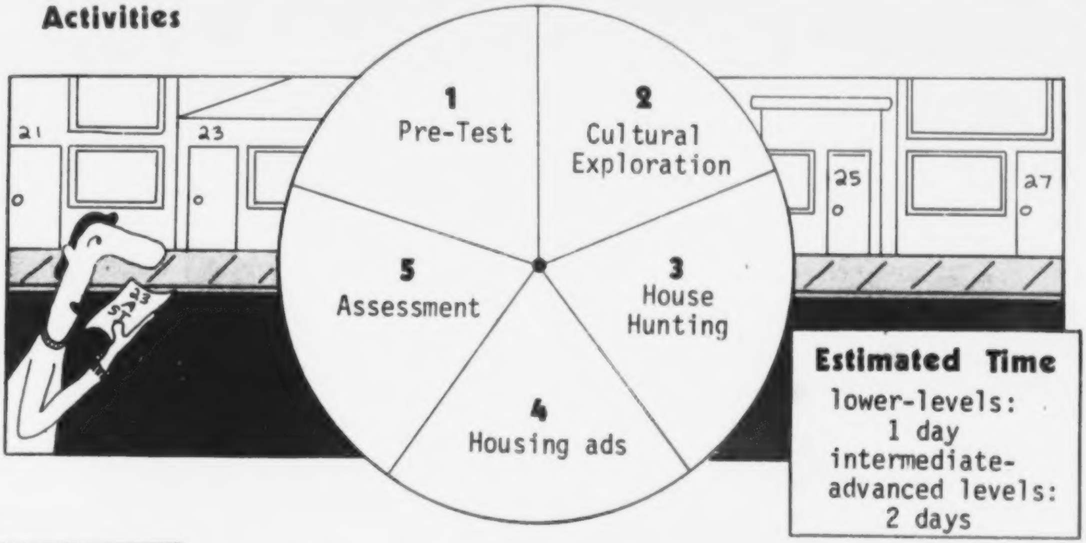
* preparation needed before class

Language

	Vocabulary	Literacy
What kind of housing do you need? I need a house. an apartment. Do you have children? Do you have pets? How many people are in your family? How much is the rent?	house apartment room bedroom	(prices) (numbers) (housing ads)

12 Finding a Place to Live

Activities



Estimated Time
lower-levels:
1 day
intermediate-advanced levels:
2 days

1 Pre-Test

My Dream Home. Students describe the most important factors for them in considering where to live.

- Have the class form groups according to the following categories: single adults; married adults; married adults with children. Ask each group to determine what characteristics make a home a good place for them to live. (Do they want to live near a school? Do they prefer a house or an apartment? Do they want the front door to face a certain direction? Etc.)
- After the students have listed (or drawn) their considerations ask a representative from each group to share that group's list and explain the reasoning behind each factor listed.
- Compare the lists and ask students to suggest reasons for any differences.

2 Cultural Exploration

A House in the Homeland. Students identify factors in their consideration of where to live in their native country.

- Ask which students lived in rural areas and which lived in cities in their native country. Ask the city-folk if they ever moved from one home to another in their homeland. Why did they decide to move? What did they think about when they were considering where to live? How did they find a new place?
- Ask the same questions of those who lived in rural areas.

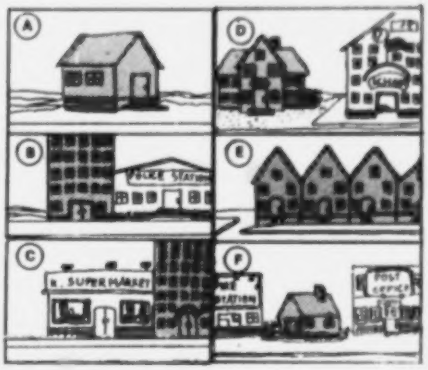
3 House-Hunting

a Considerations. Students identify the following factors in considering where to live: cost; location; number of people allowed per dwelling.

- Explain that when first in the U.S., most refugees rent a place to live. Because they have to pay for the home and related utilities (e.g. electricity, gas) every month, a major consideration when looking for housing must be cost.
- On the blackboard, list other factors people in the U.S. might consider when looking for housing.

    * distance from work
    * safety of neighborhood
    * number of bedrooms
    * etc.

- Explain the terms utilities, lease, contract, furnished and unfurnished using pictures, if necessary.
- Post picture cards of six houses or apartments shown in different locations of one city, Mulberry Bush. Review with the students what is found in each picture.
- Post a chart (see Appendix) listing specifics about each house (e.g. time of rental agreement, monthly rent, number of bedrooms). Go over the chart with the class.
- Have the class form groups (e.g. single people, married people, married with children).
- Ask the groups to consider each home, determine the advantages and disadvantages of each one and then choose the place that best fits their needs.



- Each group reports its selection to the class, explaining the considerations involved and indicating their priorities.
- Elicit questions from the rest of the class. Discuss.

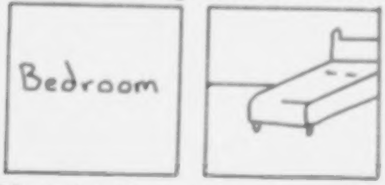
b Ways to House-Hunt. Students state ways of finding a place to live.

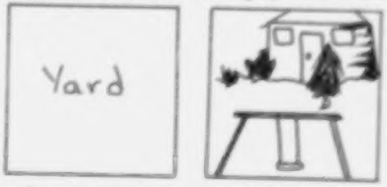
- Present some Letters from refugees (see Techniques) which present experiences locating housing. Have students share information they have received from friends and relatives in the U.S.
- Have students state various ways of finding a place to live. Add alternatives they may have missed. Review the suggestions and discuss the advantages and disadvantages of each.

4 Housing Ads

a Reading Advertisements I. Students identify essential sight words found in housing ads.

- Explain which considerations involved in choosing a place to live may be mentioned in housing advertisements.
- In lower-level classes, teach some basic sight words using flashcards showing the words and cards showing corresponding pictures.





- Play Concentration (see Techniques) having students match words and pictures.
- Distribute a handout of simplified newspaper housing ads (see Appendix). Read through the ads with the students and have them answer specific questions related to those advertisements (e.g. "What different types of housing are advertised?", "What is the price of the least expensive apartment?").

b Reading Advertisements II. Students identify essential sight words and abbreviations found in housing ads.

- Review the considerations involved in choosing a place to live. Explain which factors may be mentioned in housing advertisements.
- Distribute a housing advertisements vocabulary list, including abbreviations (see Appendix). Go over the list with the students.
- Distribute a newspaper ads handout (see Appendix) or real newspaper housing ads. In groups, have students read through the advertisements and answer specific questions related to those ads (e.g. "If you had four children and worked part-time, which place might you choose?", "How much is the apartment with wall-to-wall carpeting?").

c Which Home? Students read housing ads and identify factors in considering where to live in order to select a home they feel would be most appropriate in a given situation.

- Post individual enlarged housing ads around the room. Have the class form four or five groups.

2 bdrm
house, yard, nr
school and bus
$375/mo. + util.
689-0042

Apartment in
quiet neighborhood.
Good condition. 1
bedroom, furn, A/c.
See manager. 6 B St.

- Assign each group a family situation with certain housing needs (e.g. A young couple with three school-age children; both work and receive minimum wage). Have each group walk around the room, read the ads and select the ad which describes a good house or apartment for the people in that "situation."
- Each group reports its situation and housing choice, explaining factors they considered while making their decision and indicating

their priorities.

5 Assessment

Mini-Simulation. Students identify sight words and abbreviations found in housing ads and suggest factors they might consider in deciding where to live.

- Set up a board with housing ads (real or on flashcards). Place telephone intercom sets (real or model telephones) in another corner of the room.
- Instruct students to read the advertisements, choose a house or apartment that seems appropriate for their family and follow the instructions in the ad for follow-up (e.g. call the appropriate number).
- With the classroom aide, act as realtors or landlords answering the calls. Ask the callers why they are interested in that house or apartment (they must be specific) and answer any questions the students have. Set up an appointment to show them the place.

Notes

Preparation

Request copies of housing advertisements in recent issues of American newspapers from libraries or schools.

Language

It is considered impolite to ask people how much rent they pay.

Advanced Vocabulary. utilities, contract, lease, furnished, unfurnished, neighborhood, deposit, rent, buy, crime, safe, security, advertisement.

Advanced Structures. How much are the utilities? What is included in the rent? How many _____ do I need? How much rent can I afford?

Variations

For advanced classes, have students complete worksheets in which they assess and compare housing costs using real newspaper advertisements.

Appendix

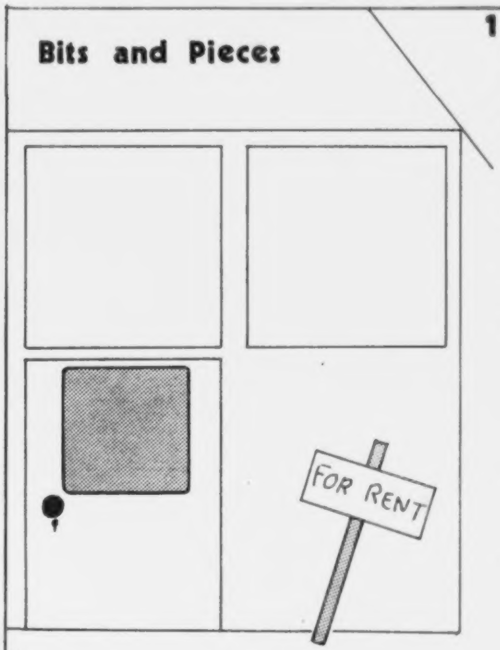
chart: Mulberry Bush, page 411
letters from refugees: house-hunting, page 412
worksheet: simplified housing ads, page 391
handout: housing ad abbreviations, page 393
worksheet: housing ads, page 392

Concerns

Housing conditions (e.g. safety, upkeep) in some low-income neighborhoods may be poor. Be sure to have the students name resources they might be able to contact for help if their housing situation is inadequate and they are having trouble locating another place to live. Mutual Assistance Associations, Voluntary Agencies, friends, sponsors and relatives are possible resources.

12 Finding a Place to live

Bits and Pieces



1 *Ways to Find Housing*

Housing in the U.S. is generally expensive, though rents vary. Finding moderately-priced housing can be difficult. To search for housing:

- *Ask friends, relatives and the sponsor.*
- *Read newspaper housing advertisements.*
- *Walk or drive around a neighborhood where you would like to live. Read the FOR RENT signs and follow the instructions on the signs (e.g. telephone, visit).*
- *Talk with the manager of an apartment building. Ask if there are vacancies.*
- *Seek help from a real estate agent or company (you must usually pay a fee).*

2 *Considerations and Questions:*

a. *Cost. How much can I afford to pay? What is the cost of the housing? Do I need to pay extra for utilities? Do I need to pay any deposit?*

b. *Type of Housing. Do I need a room, apartment, studio apartment or house? How many bedrooms do I need? How many people are allowed to live in this dwelling? Do I need government-sponsored low-rent housing? Is it available in this area?*

c. *Furnishings and Appliances. Is the housing furnished or unfurnished? What major appliances are in the unit? Do the appliances work well?*

d. *Condition. Is the dwelling in good condition? Are furnishings in good repair? Do the doors and windows close firmly?*

e. *Neighborhood. Is the area relatively safe from crime? Is it noisy or quiet?*

f. *Location. What services are nearby? Can I find transportation easily? Do I want to be near a school? A supermarket? My workplace? How far is it from my relatives or friends?*

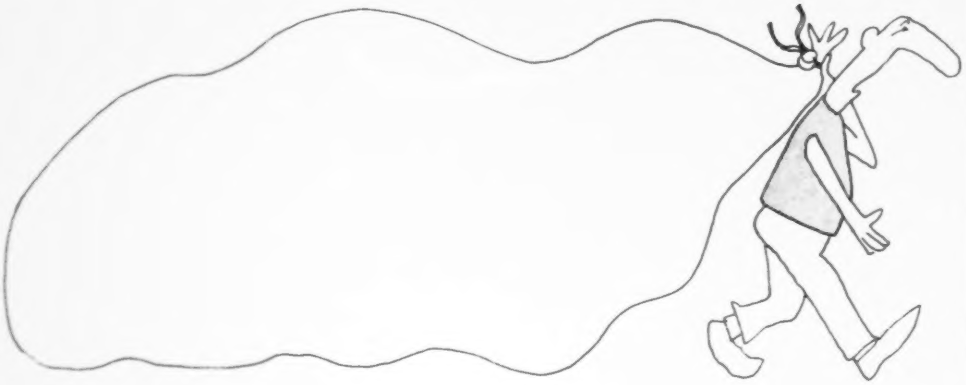
3 *Prioritizing Housing Needs*

Because it is usually not possible to find an "ideal" home, people may find it helpful to prioritize their housing needs--What is the most important factor for me? The second most important? Etc.

4 *You need to arrange and pay for telephone installation and service on your own. It is generally not included with the rental unit.*

5 *Utility payments (for houses and apartments where they're not included in the monthly rent) must be made directly to the utility company (e.g. the local gas, water or electric company).*

6 *Some communities provide trash-collection services without charging a fee. In other communities, people must pay for trash collection. This may or may not be included in the monthly rental charge.*



7 *Deposits*

A deposit is an amount of money paid to guarantee that the landlord and the tenant will fulfill their responsibilities.

8 *COMMON TYPES OF DEPOSITS:*

First and Last Month's Rent. The full amount of two months' rent is paid when first moving in. The landlord will save the second month's rent and use it instead of asking the tenant to pay for the tenant's last month of occupancy.

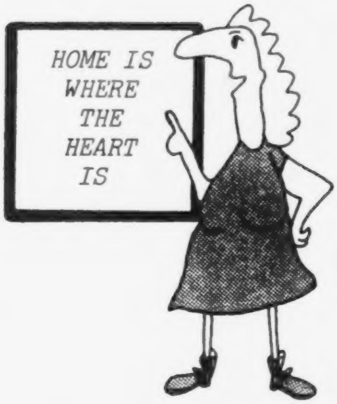
Security Deposit. A specified amount of money is paid when first moving in. The landlord can use the money to pay for any damages caused by the tenant. The remaining money is refunded to the tenant when he or she moves out.

Cleaning Deposit. A specified amount is paid when first moving in. The landlord can use this money to repaint or clean the apartment as needed to restore the apartment to the condition accepted by the tenant when he or she first moved in. This deposit may or may not be refundable.

Key Deposit. A specified amount paid when first moving in. The landlord returns this money to the tenant when the tenant moves out and returns the key.

Finding a Place to Live

Planning

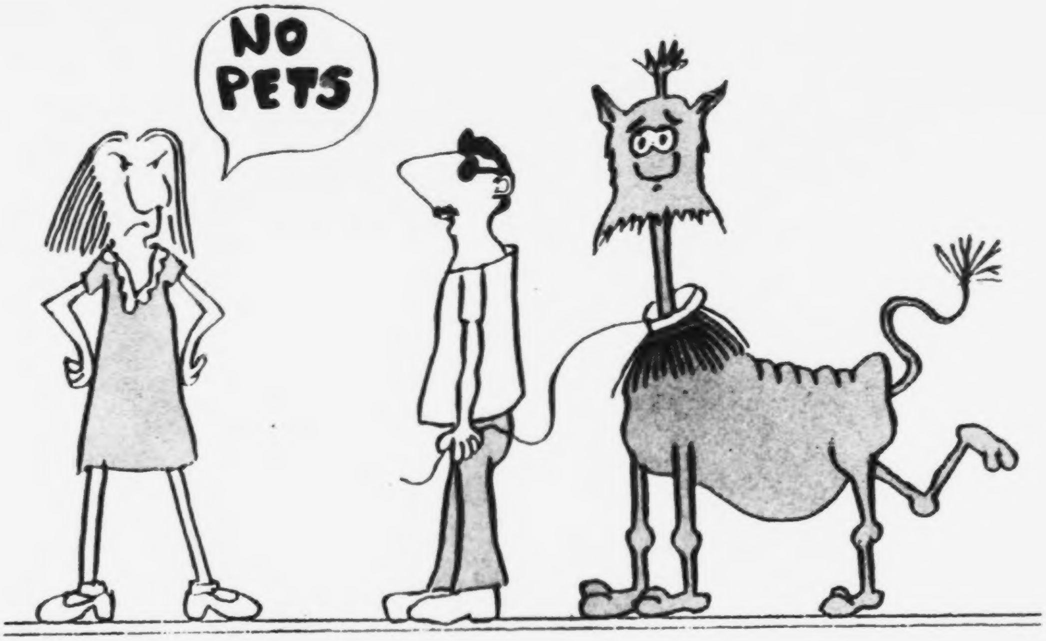

HOME IS
WHERE
THE
HEART
IS

Lesson 13

Tenant/Landlord Responsibilities

"The water is still dripping from the faucet. Let's call the landlord.

Renting a room, house or apartment involves certain rights and responsibilities. In this lesson, students describe common responsibilities of both landlords and tenants and identify issues to consider when renting a place to live.



Objectives The students will be able:

- to describe basic issues to be considered when entering into a rental agreement, including:
  - * the total cost of obtaining the unit
  - * security situation
  - * specifics of the rental contract
- to describe the responsibilities of a tenant relating to expectations of landlords.
- to describe common responsibilities of a landlord.

13 Tenant/Landlord Responsibilites

Rationale

Most refugees will rent their living quarters in the U.S. An important aspect of renting a place to live is the relationship between the landlord and the tenant. If the rights and responsibilities of each are clearly defined, and agreed to--in writing--the relationship between tenant and landlord can proceed smoothly. Being able to describe basic issues to consider when agreeing to a rental arrangement, and to identify the need to understand all the points of the rental agreement, helps people better protect their rights and fulfill their responsibilities.

Skills

- clarifying information
- assessing needs
- identifying problems
- solving problems
- determining priorities

Materials

Item	Quantity	Activity
signs :rooms of a house*	1 set per class	1a
pictures: furnishings, appliances*	as available	1a
newsprint	7 per class	2, 5
markers	5 per class	2, 5
modelling clay	4-5 "blocks" per class	2
cards: rental agreements*	3 per class	3a
sample renter's agreement*	1 per student lower levels: 1 per class	3b
STOP and GO signs	4 each per class	3b
housing situations*	10 per class	3b
handout: housing situations*	1 per student	3b
poster: house needing repairs*	1 per class	4a
handout: house needing repairs*	1 perstudent	4a
telephones	4 per class	4b

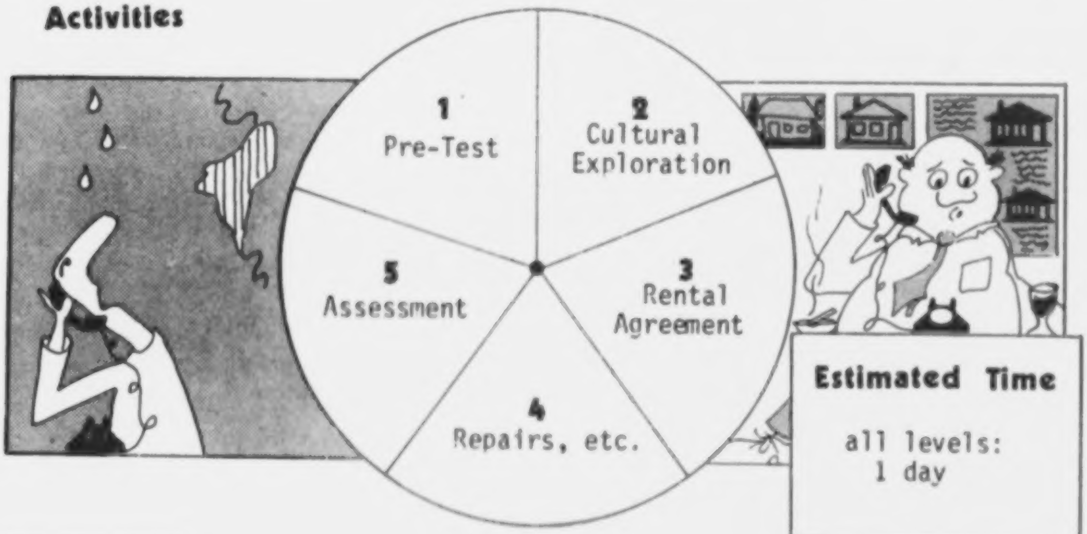
* preparation needed before class

Language

	Vocabulary		Literacy
How much is the rent? The ____ is broken. doesn't work. Can you fix it? When can you fix it? May I fix it? May I have a receipt?	house apartment rent contract deposit fix	tenant landlord receipt	STOP GO (money amounts) (months)

13 Tenant/Landlord Responsibilites

Activities



Estimated Time

all levels:
1 day

1 Pre-Test

a Role Play. Students identify basic issues to be considered when entering into a rental agreement.

- Set the scene by briefly reviewing Lesson 12, "Finding a Place to Live."

Setting:	apartment to be rented, with rooms labeled (e.g. bathroom, kitchen) and pictures of furnishings or appliances.
Characters:	landlord and tenant (teacher and aide or 2 teachers with translators).
Action:	landlord greets prospective tenant who enters apartment and states name and appointment time; prospective tenant inspects each room finding a broken window, leaking faucet, torn furniture; landlord promises to fix everything; tenant agrees to move in and signs rental agreement without reading it.

- Discuss the sequence of events. Ask students to explain what a rental contract is. Would they have signed it, too? Have students name some issues to be considered before signing a rental agreement.

b Previous Rentals. Students explain the housing rental system in their native country.

- Ask which students rented their housing in their homeland. Have those who have experience as renters describe the housing rental system in their native country.
- Ask specific questions that can be transferred to the American system of renting housing:

  * What are the tenant's responsibilities?

- * What are the landlord's responsibilities?
- * Was there a written rental agreement?
- * What happened if the landlord or tenant didn't follow the terms of the contract?
- * Etc.

2 Cultural Exploration

Imagine. Students identify responsibilities they would assign someone who would rent their home.

- Have the students form groups of five. Distribute newsprint and markers to each group.
- Tell the students to imagine that they are going to leave their home for one year. Someone else will live in their house or apartment. Ask students to list what they will expect of the person who lives in their home. What will be that person's responsibilities? What shouldn't that person do?
- For lower-level students, you may choose to distribute modelling clay instead of newsprint. Have students create a model of their home.
- Ask each group to describe the responsibilities of the person who would rent their home, referring to the list or the clay model.

3 Rental Agreement

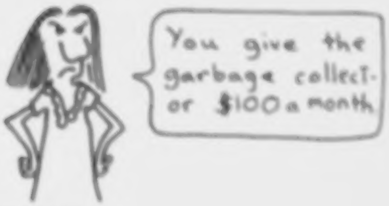
a Types of Agreements. Students describe the basic components of a rental agreement and three types of agreements.

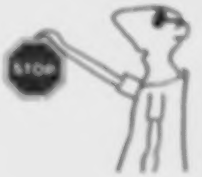
- Explain the information usually included in a rental agreement (e.g. monthly cost, deposits, length of contract, etc.). Describe the three types of rental agreements (e.g. oral, written month-to-month contract and lease).
- Have the class form three groups. Ask one person from each group to choose one of three cards naming one type of rental agreement. Each group prepares a short explanation of that type of rental agreement and the information that might be included in the agreement.
- Add important information that the students omit.

b A Contract. Students identify responsibilities of tenants and landlords as stated in a sample contract.

- Explain that the students will review a sample contract that will be different in some ways from the rental agreement they will enter into in the U.S. Discuss the importance of understanding the individual contract they will sign.

- Distribute a sample contract (see Appendix). Have students read it section by section. (For non-literate students, the aide can read a sample contract to the class.) Ask clarification questions after each sentence or section (e.g. "On what day of the month is rent due?", "What is the name of the landlord?"). Have students refer to the specific word or sentence that gave them the answer.
- Play a game to help students clarify their understanding of the contract. Distribute STOP and GO signs to each of four groups. Read a "housing situation" (see Appendix) and ask students to decide if the situation follows the terms of the contract or not. If it does follow the rental agreement, the groups should hold up the GO sign. If the action violates the agreement, they should hold up the STOP sign. Have each group explain how the situation does or doesn't follow the terms of the contract.
- For more advanced classes, distribute the situations as handouts and have them write either "OK" or "NOT OK" after each situation.

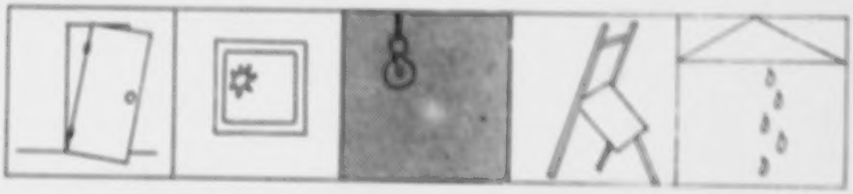

You give the garbage collect- or $100 a month



4 Repairs, etc.

a Who is Responsible? Students describe common responsibilities of tenants and landlords related to household repair and maintenance.

- Present a poster or distribute handouts of a house with many apparent "problems"--some broken windows or doors, torn furniture, leaking roof. (See Appendix for handout.)



- Along with the class, identify what is "wrong" in each room of the house. Ask who is responsible for the repairs. (Remind students that responsibility can sometimes be dependent upon when, how and by whom the problem was created.)
- Review each problem, asking why it should be fixed. What are the possible consequences of having a broken lock, clogged sink, no light in the bathroom, etc.?

- Have students work in small groups to prioritize the repairs that need to be made. Which one would they fix (or get fixed) first, second, etc.?

b Hello Landlord. Students practice requesting assistance from the landlord on the telephone.

- Ask students to name key points to mention when asking the landlord to fix something in the rented home (e.g. what the problem is; how it happened; the date the landlord can get it repaired). List these on the blackboard.
- Give one student a telephone and instruct him or her to call the landlord and report a "problem." (The student can choose one problem identified in Activity 4a.) Acting as the landlord, ask and answer questions appropriately.
- Vary this by forming two groups, one with the teacher and one with the aide as landlord. Each group proceeds as above, allowing every student a chance to practice calling the landlord.

5 Assessment

Tenant/Landlord Relationship. Students identify and explain common responsibilities of tenants and landlords.

- Have the class form two groups. Assign one group to be "tenants." The other group are "landlords." Distribute newsprint and markers to both groups.
- Ask the "tenants" to list what they expect from the "landlords." What should be the landlords' responsibilities? What shouldn't the landlords do?
- Ask the "landlords" to list what they expect from the "tenants."
- As one group reports the items listed (or drawn), the other group ask questions or disagrees.
- After both groups have reported, review each item and have the students identify which are common, generally accepted and realistic responsibilities of landlords and tenants in the U.S.

Notes

Preparation

Rehearse the "Pre-Test" role play ahead of time with a classroom aide, guest or another teacher.

The poster or handout of a house in bad condition should show the problems clearly so that they are easily identifiable by the students.

Language

Advanced Vocabulary. utilities, repair, right, responsibility, lease, signature, legal, evict, alteration, tenants' association.

Advanced Structures. Who is responsible to fix it? When can you fix it?

Variations

Present Picture Stories (see Techniques) in which students clarify lease agreements and basic tenant/landlord responsibilities.

Present Letters from refugees (see Techniques) in which refugees discuss their relationships with their landlords.

Appendix

handout: sample renter's agreement and housing situations, page 394
handout: house needing repairs, page 395

Concerns

It may be surprising to some people that residents of the U.S. place so much trust in a written agreement. Assure the students that though problems can arise between tenants and landlords, they, as tenants, will have rights that can be legally protected. They must be willing to seek help from friends, sponsors, a local tenants' association or housing authority to improve their situation if problems do occur.

Bits and Pieces

1 *A rental agreement is an agreement between an owner or manager and a person who wants to use the property or premises. There are three main types of rental agreements.*

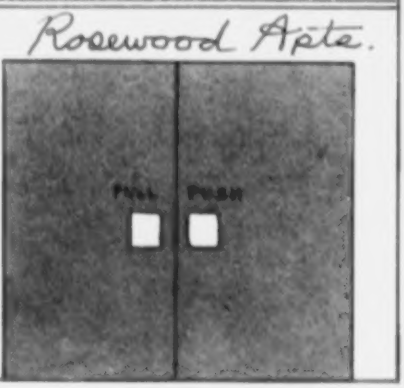
2 *__Oral:__ A spoken agreement between the landlord and tenant. There is no legal protection for the tenant or the landlord concerning an oral agreement.*

3 *__Written (Month-to-Month Contract):__ A written agreement which states the terms of the rental (costs, responsibilities of landlord and tenant, etc.). There is no set time period for the occupancy. The contract continues; it does not have to be renewed. The tenant must notify the landlord 30 days before he or she intends to vacate the dwelling. This is a legally binding contract.*

4 *__Written (Lease):__ A written agreement which states the terms of the rental (costs, responsibilities of landlord and tenant, etc.). There is usually a set time period for the occupancy. If the tenant leaves before the end of this time period, he or she may forfeit the original deposit. The lease can usually be renewed at the end of the original time period. This is a legally binding contract.*

5 *__Rental Agreements Usually Mention:__*

- *address of rental unit*
- *name of tenant/name of landlord*
- *rules about no. of people, pets, kids*
- *moving-in date/rent payment date*
- *length of contract or lease*
- *monthly rent*
- *deposits*
- *furnishings, applicances provided*



6 *Rights and Responsibilities*

TENANT'S RESPONSIBILITIES	*TENANT'S RIGHTS*
Pay the rent on time. *Keep the housing clean.* *Report damages to the landlord.* *Observe rules about the number of occupants allowed.* *Ask permission before making alterations or repairs.* *Respect the neighbors' rights.* *Give notice before moving.* *Abide by the terms of the lease.*	*Live in privacy within the housing unit. (A landlord cannot enter without notifying the tenant in advance.)* *Get back refundable deposits if all conditions have been met.* *Seek help from a tenant's association or local housing authority in case of a dispute with the landlord.* *Ask for and receive written receipts for rent and deposits paid.*
LANDLORD'S RIGHTS	*LANDLORD'S RESPONSIBILITIES*
Collect rent every month. *Start legal eviction process if the tenant fails to follow the terms of the lease.* *Enter the rental unit to inspect it or make repairs after notifying the tenant, and coming to an agreement.*	*Provide for general maintenance.* *Maintain security of property.* *Enforce the terms of the lease.*

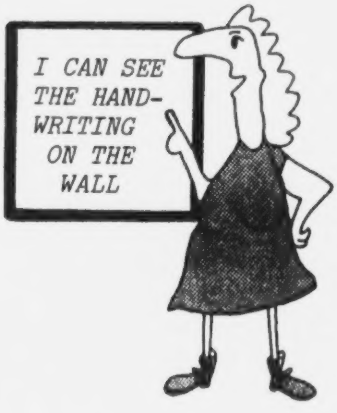
7 *Written rental agreements are legally binding. It is very important for people to understand everything that is in the contract or lease before they sign their name on it.*

People should inspect the apartment or house carefully, along with the landlord and get, IN WRITING, a list of needed and promised repairs before signing a rental contract so that the tenant is not charged for damages he or she didn't cause.

8 *EVICT: To evict means to tell a tenant he or she must vacate the premises permanently. The legal eviction process may be complicated and time-consuming. Landlords have the right to evict their tenants if the tenants fail to follow the rules in the rental agreement.*

13 Tenant/Landlord Responsibilites

Planning

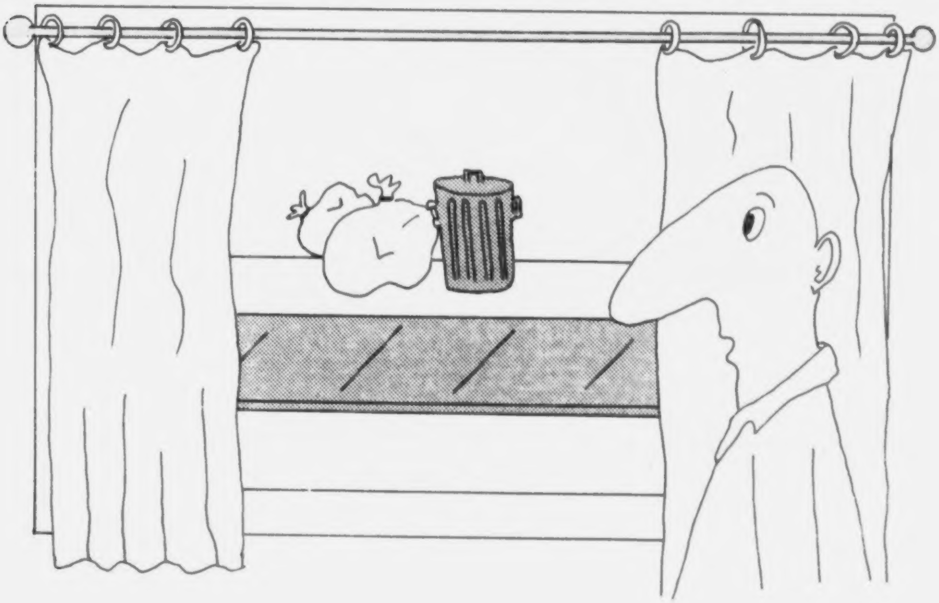

I CAN SEE
THE HAND-
WRITING
ON THE
WALL

Lesson 14

Household Maintenance and Safety

"The neighbors put their trash out in plastic bags. Should I do that, too?"

In this lesson, students describe methods of waste disposal and other means of maintaining clean housing. They also identify common household safety precautions.



Objectives The students will be able:

- to describe and demonstrate safe storage methods for potentially harzardous products and medicines.
- to identify common household hazards and security problems and demonstrate appropriate steps for prevention.
- to demonstrate appropriate action in the case of an emergency.
- to describe or demonstrate methods of waste disposal in and outside the home, including the use of garbage bags and cans, and garbage collection services.

14 Household Maintenance and Safety

Rationale

For the sake of good relations with one's landlord and neighbors and the general health and safety of one's family, it's a good idea to keep one's housing in good, clean and secure condition, both inside and out. By being able to identify specific means of taking care of their housing, people can better prepare themselves to live comfortably and securely in what may be an unfamiliar housing environment.

Skills

- observing
- identifying problems
- solving problems

Materials

Item	Quantity	Activity
newsprint and marker	7 each per class	1, 3a
cleaning products, medicines, dangerous items	10 per class	2a
pictures: rooms of a house*	5 per class	2a, 3a
samples of warning labels*	1 set per class	2b
handout: product label*	1 per student	2b
poster: product label*	1 per class	2b
large plastic trash bag, trash can, broom, dust pan	1 each per class	3b
fruit	1 per student	3b
slides or pictures: American home*	as available	3b
housing situation cards*	6-10 per class	4

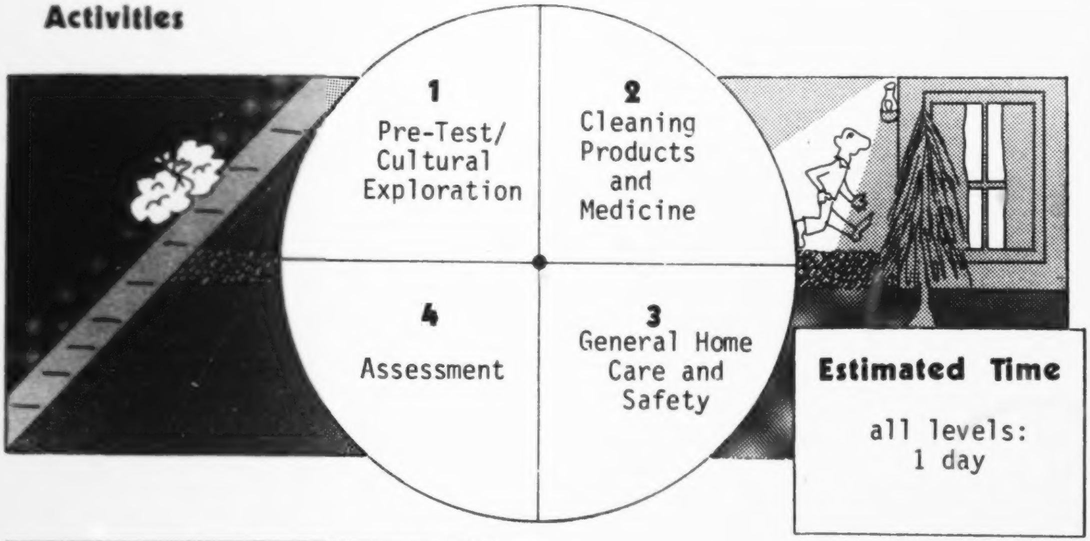
* preparation needed before class

Language

	Vocabulary		Literacy
Be careful! Don't touch it! Don't eat it!	(names of furnishings and applicances) shock garbage (room names)	lock fire fire escape electricity gas	(warnings) (product labels) (medicine labels) GARBAGE TRASH PUT HERE. POISON DANGER

14 Household Maintenance and Safety

Activities


1
Pre-Test/ Cultural Exploration
2
Cleaning Products and Medicine
3
General Home Care and Safety
4
Assessment

Estimated Time

all levels:
1 day

1 Pre-Test/Cultural Exploration

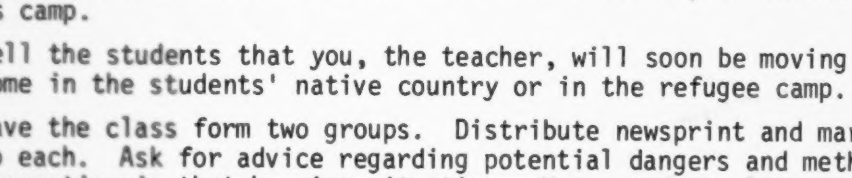
Safety and Security. Students identify potential hazards and means of prevention in their homes in their native country or in the refugees camp.

- Tell the students that you, the teacher, will soon be moving into a home in the students' native country or in the refugee camp.
- Have the class form two groups. Distribute newsprint and markers to each. Ask for advice regarding potential dangers and methods for prevention in that housing situation. Have students list or draw their suggestions and then report to the class as a whole.
- Ask specific questions:
  - * What should I do with sharp knives?
  - * Are there animals or insects that will eat my food?
  - * Might there be robbers? How can I prevent a robbery?

2 Cleaning Products and Medicine

a Storage. Students describe and demonstrate methods for the safe storage of potentially hazardous cleaning products and medicines.

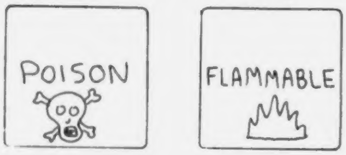
- Place various cleaning products, medicines and potentially dangerous items (e.g. plastic bags, sharp knives) on a table.


CLEANSER
ASPIRIN
OVEN CLEANER

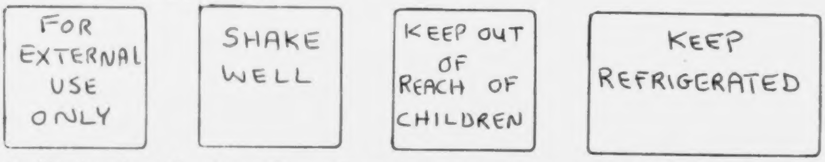
- Post pictures of different rooms of a house around the room. Review the furnishings and appliances found in each room.
- Have pairs of students pick up an item from the table and walk to a picture showing where they would store it. Ask them these questions:
  - * What is the item (or product)? What is it used for? How do you know?
  - * Is it dangerous? What are some possible dangers?
  - * Where would you store the item in the room you selected? Why?
- Discuss some general points concerning the safe storage of household products (e.g. keep out of reach of children).

b Labels. Students read and identify information included on a product label.

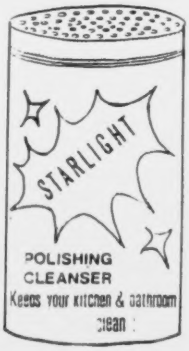
- Review the possible dangers of the misuse of cleaning products and medicine. Show large samples of warning labels found on products...

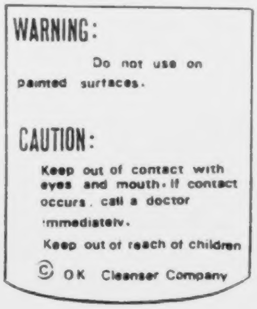

POISON
FLAMMABLE

... and on medicines.


FOR EXTERNAL USE ONLY
SHAKE WELL
KEEP OUT OF REACH OF CHILDREN
KEEP REFRIGERATED

- Distribute handouts of a cleaning product label (see Appendix). Read the label as a class and ask specific comprehension questions:
  - * What is the name of the product?
  - * What would you use it for?
  - * How should you use it?
  - * Is it O.K. to use it on a painted table?
  - * What should you do if you accidentally get some _____ in your eyes?
  - * What should you do if you accidentally swallow some ___?
  - * Etc.


STARLIGHT
POLISHING CLEANSER
Keeps your kitchen & bathroom clean!



WARNING:

Do not use on painted surfaces.

CAUTION:

Keep out of contact with eyes and mouth. If contact occurs, call a doctor immediately.

Keep out of reach of children

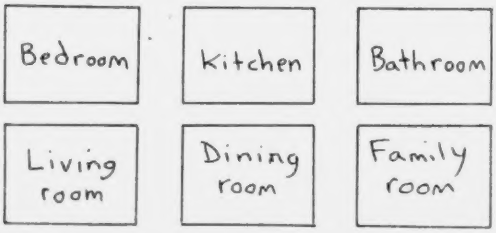
© OK Cleanser Company

- In lower-level classes, you may want to use one large poster of a simplified label instead of individual handouts.
- Remind students that if they are not certain about how to use a household product or medicine, they should ask someone before trying it.

3 General Home Care and Safety

a Rooms. Students identify household hazards and safety problems and suggest appropriate steps for prevention.

- Post pictures of different rooms of a home (e.g. hallway, kitchen, bathroom, living room, bedroom) around the room. Have the students form five groups, each group sitting by the picture of one room.
- Distribute newsprint and markers to each group. Have students list potential hazards and safety problems associated with that room on one part of the paper and steps for prevention and maintenance on the other part.



Room:	
Problems	Care

- As each group reports to the class, add information related to electrical and fire safety missed by the students.
- For classes of students unfamiliar with care and safety in an American-style home, you may prefer to conduct this activity with the entire class.

b Garbage. Students describe or demonstrate methods of waste disposal both in and outside the home.

- Bring a plastic trash bag, a trash can, a broom and a dust pan, some scrap paper and fruit to class.
- Present slides or pictures of homes in America, both inside and out, showing methods of waste disposal. With the students, identify the use and placement of garbage disposals, garbage bags and trash cans. Describe the use of public and private garbage collection systems. (As you discuss the pictures, give students fruit to eat, if they want.)
- Tell students to imagine they are in an American home. Where would they put the fruit scraps?
- Have a general clean-up in and around the classroom. Students can use all the trash collection materials brought to class if appropriate, and then explain where they are putting the garbage, trash and bags.

4 Assessment

Problem-Solving. Students demonstrate appropriate steps for prevention of common household hazards and security problems and demonstrate appropriate action in the case of an emergency.

- Conduct this activity in a "practice" house that has a model telephone, if possible.
- As a class or in small groups, have students solve problem situations by selecting a situation card, identifying the problems and demonstrating household hazard prevention techniques or appropriate emergency action as needed.
- Be sure to have people explain why certain precautions and actions would be necessary. Sample situations:

There is a knock at the door. You are home alone. You don't know the person at the door. What should you do?

It's 2:00 a.m. and your fire alarm starts ringing. What happened? What should you do?

Your cat just chewed a cord that is plugged in. Your 6-month-old baby is crawling toward the cord. What should you do?

You plan to take your family to the beach for the weekend. Nobody will be home for two days. What should you do?

Your 7-year-old son just swallowed some dishwashing liquid. What should you do? How could this have been prevented?

Notes

Preparation

Arrange to use a "model" house for this lesson.

Language

Advanced Vocabualry. flammable, caution, warning.

Advanced Structures. Keep out of the reach of children. Where do I put this? Where do I keep this?

Variations

Conduct a mini-simulation in a real or "practice" American-style house in which all of the activities in this lesson are completed.

Appendix

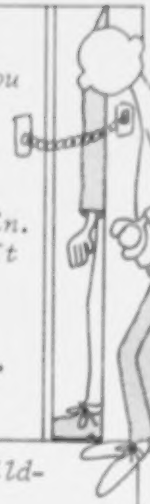
handout: household cleaning product label, page 396

Concerns

Students unfamiliar with western utilities and appliances may feel overwhelmed by lists of cautions and potential dangers. Remind students that they can help themselves live in less fear of accidents if they take some simple precautions and ask friends, sponsors or neighbors for information or advice whenever they are in doubt about how to use, store of dispose of something.

14 Household Maintenance and Safety

Bits and Pieces

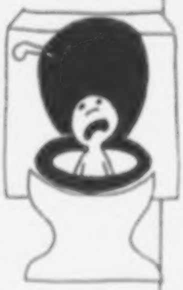


1 *Security at Home*

- *Lock all doors and windows when you are out of the house.*
- *Look through a peephole or open the door while it's chained with a chain lock to see who is at the door before inviting that person in.*
- *Don't leave a door key outside. It may be easy for a robber to find.*
- *Some people have been known to impersonate health or welfare personnel. When in doubt, ask for identification.*

2 *Safety at Home*

- *Keep the water at a comfortable temperature. Very hot faucet water causes burns.*
- *Bathroom floors and tubs can be slippery. Put a rubber mat in the tub and a rug on the floor.*
- *Ask the landlord to repaint walls with chipped paint. Children may eat peeling paint and it's poisonous.*
- *Keep the toilet seat and cover down when not in use.*



3 *Storage*

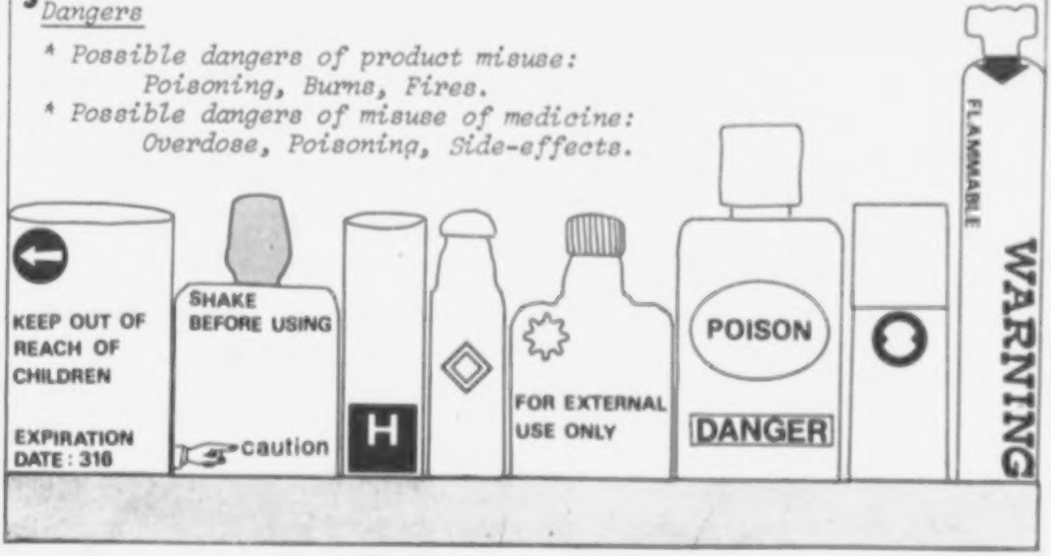
- *Storage of medicine: follow instructions on labels (e.g. keep refrigerated and keep out of reach of children).*
- *Storage of household products: keep away from extreme heat or cold and out of children's reach.*

4 *Labels can tell people--in words or pictures:*

- *the name of the product.*
- *the function of the product.*
- *how to use the product.*
- *warnings about possible dangers.*

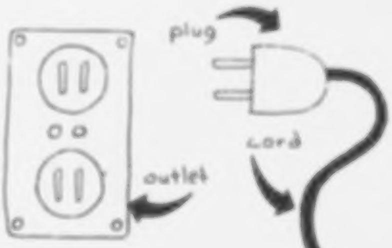
5 *Dangers*

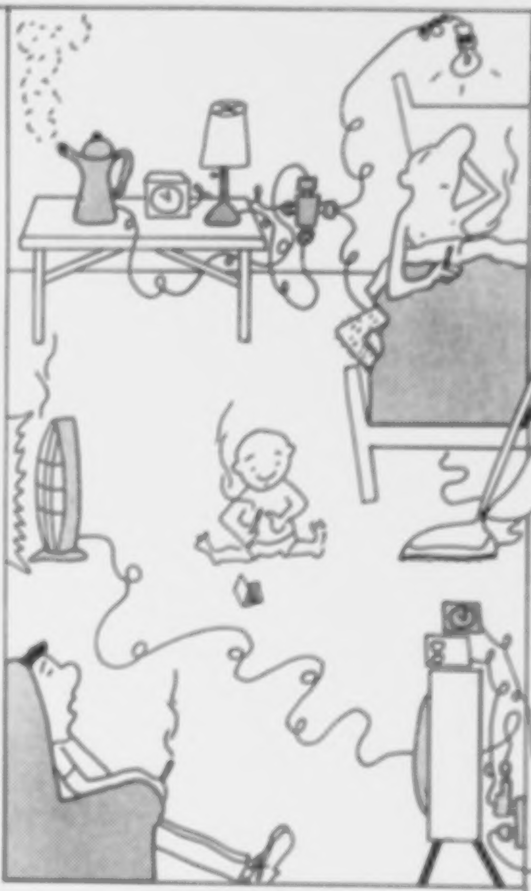
- *Possible dangers of product misuse:*
  Poisoning, Burns, Fires.
- *Possible dangers of misuse of medicine:*
  Overdose, Poisoning, Side-effects.



6 *Fire Safety*

- *Every home should have a fire alarm. Check to see that it works.*
- *Make an escape plan from your home in case of fire.*
- *Keep the telephone number of the fire department near the phone.*
- *In case of fire, crawl as you escape from a smoke-filled room. Heat and smoke rise.*
- *Don't let children play with matches.*
- *Don't smoke in bed or while lying on the sofa. Put cigarettes out completely in an ashtray.*
- *Be sure all electric cords and wires are not broken. Keep them out of reach of children.*
- *Keep only one thing plugged into each extension cord at a time.*
- *Put a screen in front of the fireplace to prevent sparks from flying out.*
- *Keep curtains and furniture away from heaters.*
- *Throw away dirty rags that have been used many times.*
- *Never light a fire anywhere in the house other than in the fireplace.*





7 *Electricity, Gas and Water*

- *Never use or turn on electrical appliances when your hands or feet are wet.*
- *Don't put silverware into electrical sockets or garbage disposals.*
- *While cooking, cover frying pans so the oil doesn't burn you.*
- *Pull electrical cords by the plug, not by the cord. Pulling by the cord could cause shocks or fires.*
- *Turn all pan handles away from the edge of the stove so children can't grab them.*
- *Don't let wash rags and sleeves touch the flame or electric coils of the stove, oven or toaster.*

Planning

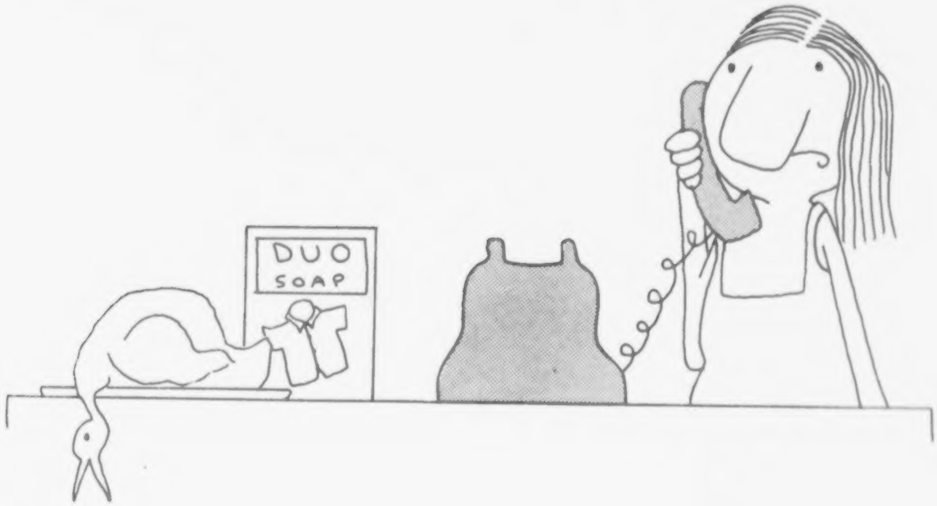
THESE
DRINKS
ARE ON
THE
HOUSE

Lesson 15

Food and Clothing at Home

"Put what in the refrigerator and put the detergent where?"

In this lesson, students describe and demonstrate how to store food safely in an American-style kitchen. They also learn how to use laundry appliances.



Objectives The students will be able:

- to demonstrate procedures for the safe storage of food.
- to describe or demonstrate procedures for using a coin-operated washing machine and dryer.

15 Food and Clothing at Home

Rationale

Safe or convenient storage of foods (familiar and unfamiliar) in an American-style kitchen may be new and confusing to some refugees. Safe and appropriate use of laundry appliances may also be unfamiliar to them. By being able to use kitchen and laundry goods and appliances correctly, people can make work easier, save time, and help keep their families safe from food-related illnesses.

Skills

sorting items

operating appliances

literacy: reading

Materials

Item	Quantity	Activity
fresh food products	6 per class	1,2a,4
dollhouse with furnishings	1 per class	1
real refrigerator/freezer	1 per class	2a,2b,4
food product containers	10 per class	2a,2c,4
cards: freezer, refrigerator, shelf*	1 set per class	2a,4
handout: food storage*	1 per student	2a
aluminum foil	1 roll per class	2b,4
plastic wrap	1 roll per class	2b,4
cooked food (or plastic model)*	2 items per class	2b,4
picture story: spoiled food*	1 per student	2b
dishwashing liquid, shampoo	1 each per class	3a
laundry detergent	2 per class	3a
measuring cup	2 per class	3a
real washing machine or picture*	1 per class	3a
real clothing	3 items per class	3a,3b
real U.S. coins	75¢ per class	3a,3b
real dryer or picture*	1 per class	3b
masking tape	3 rolls per class	4
colored marker	3 per class	4
grocery bags	3 per class	4

* preparation needed before class

Language

Where do I put it?

Do you have change?

How much soap do I use?

Vocabulary

can
bottle
cold
frozen

stove
oven

kitchen
refrigerator
freezer
cabinet

soap
detergent

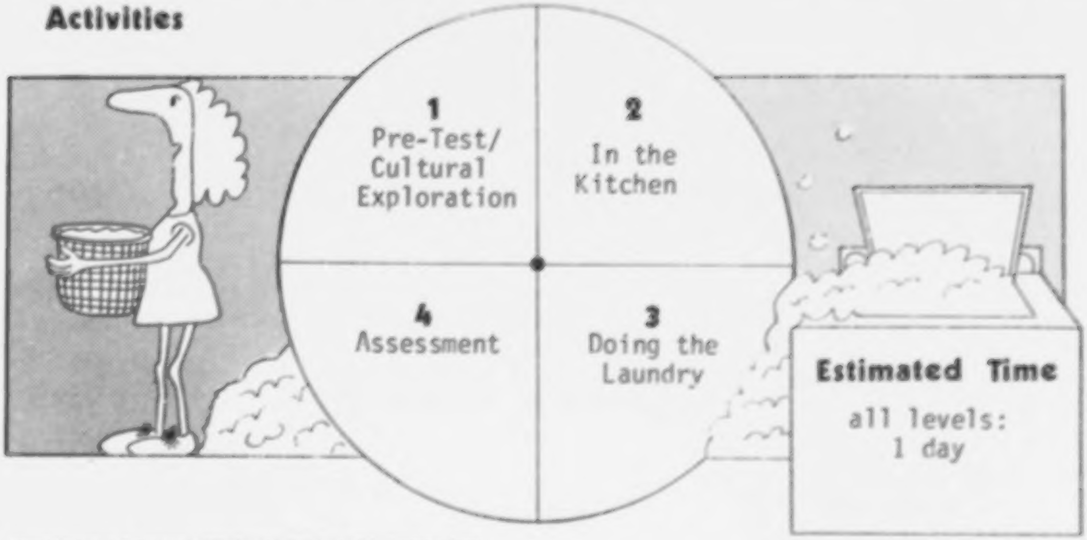
closet
washer
dryer
laundromat
change
laundry

Literacy

(food product labels)

(expiration dates)

Activities



Estimated Time

all levels:
1 day

1 Pre-Test/Cultural Exploration

Fresh Food. Students describe or demonstrate procedures for the storage of fresh food in their native country and in an American-style home.

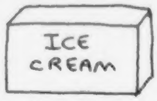
- Present several fresh food products (e.g. meat, eggs, fruit) to the class. (Use foods that are familiar to the students.) Ask students to describe or demonstrate how they would store these foods in their home in their native country if they didn't plan to eat them until the next day or after. (Allow students to pantomime or draw on the blackboard as necessary.)
- Ask specific questions about food storage in their native country:
  - * How would you prepare foods for storage?
  - * Where would you store them?
  - * How long would they remain good?
- Show a dollhouse of an American-style home, complete with model furnishings and appliances. Have students describe and show the procedures for storage of fresh food in an American-style home.

2 In the Kitchen

a Sorting Food. Students sort food items according to storage needs.

- Bring the students to a real or "practice house" with a real refrigerator-freezer and cabinets or shelves. Explain the appropriate use of each (e.g. what to keep there, how long it will stay fresh there).
- Place 10-15 food products (or containers) on a table. Divide the table into three sections labeled with signs: freezer, refrigerator and shelf. Ask pairs of students to go to the table, choose one item and place it in the section of the table indicating where it should be stored. Continue until all food items have been properly placed.

ZAPPO
CEREAL



b Storing Food. Students demonstrate how to prepare food for storage.

- Show a canned food item, cooked vegetables and cooked meat (or plastic models), aluminum foil and plastic wrap. Ask the students how and where they would store these items in their home in their native country. Ask for volunteers to demonstrate how and where to store the cooked food in an American-style kitchen.
- Review each step of preparing foods for storage.
- Present a Picture Story (see Techniques) in which people leave cooked food sitting on a counter all day. When they return home, they eat the food and get sick. Ask clarification and interpretation questions.

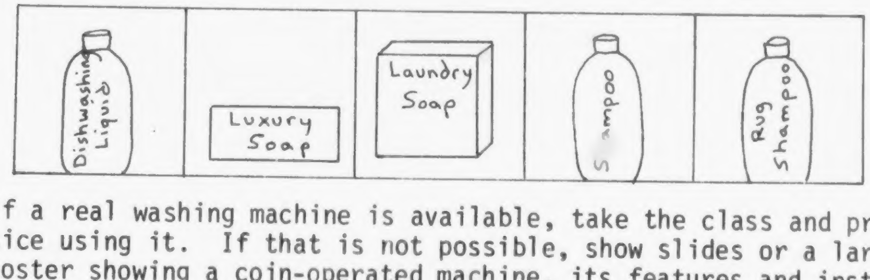
c Labels. Students locate and read expiration dates on food containers.

- Refer students to product containers used in Activity 2a. Ask how they might know how long something will stay fresh. Answers may refer to the way it looks, the way it smells and the expiration date on the label.
- Have all students locate and read expiration dates on the food containers. Discuss the importance of reading these dates before purchasing food items, and the consequences of eating spoiled foods.

3 Doing the Laundry

a Washing Clothes. Students describe or demonstrate how to use a coin-operated washing machine.

- Place several types of soaps and detergents on a table (e.g. dishwashing liquid, shampoo, laundry detergent). Ask students to choose the one they would use to wash their clothes. Have them explain how they knew which product was for what purpose.



- If a real washing machine is available, take the class and practice using it. If that is not possible, show slides or a large poster showing a coin-operated machine, its features and instructions for use. Have students demonstrate (with the real machine) how to measure the detergent and place the clothes, coins and detergent properly. Using slides or a poster, have students measure the detergent and then describe the procedure for using the machine.

- Discuss the availability of washing machines.

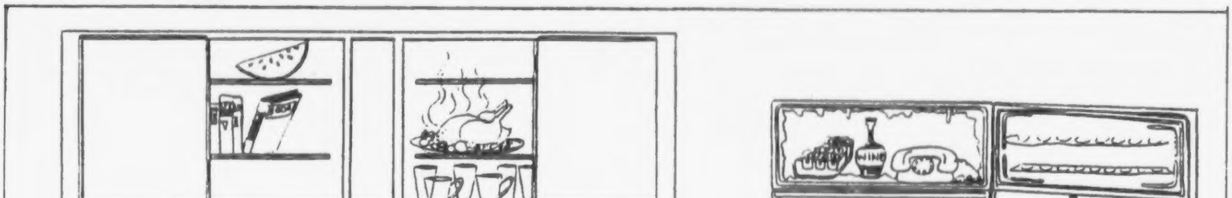
b Drying Clothes. *Students describe or demonstrate how to use a coin-operated* dryer.

- Proceed as in Activity 3a.
- Discuss where people in the U.S. usually hang their wet clothes if drying them at home.

4 Assessment

a Right or Wrong? Students identify correct and incorrect storage places for food and non-food items.

- Distribute a handout showing items stored inappropriately in an American-style kitchen. Ask students to identify the items that have been misplaced and to suggest more appropriate storage places for them.



b Sorting and Storing Food. Students demonstrate procedures for the safe storage of food.

- Bring the class to a real or "model" kitchen. Have the students form three groups. Distribute masking tape, a colored marker (a different color for each group) and a bag of 5 grocery items (including laundry detergent) to each group.
- Place a roll of plastic wrap and one of aluminum foil on a table.
- Instruct each group to take the items out of the bag, one-by-one, prepare them for storage and place them in the appropriate place. They should label each item in their bag with a piece of masking tape marked with "their" color.
- After all items are stored, review each placement. Ask the teams why they prepared the items for storage the way they did and put items where they did.

c Drama. Students identify appropriate procedures for using coin-operated washers and dryers.

- Along with the classroom aide, stage two short dramas that take place at a laundromat. One can use the (model) machines appropriately. The other can put in soap without measuring it, make noise (disturbing other customers), kick or hit the machines, etc.
- Instruct students to watch carefully and note which behaviors were appropriate and which were inappropriate and why.

Notes

Preparation

Be sure to bring food containers with clearly-marked expiration dates.

Arrange ahead of time to use a real or model American-style kitchen and washing machine and dryer, if possible.

Language

Advanced Vocabulary. spoil, expiration date, washing machine.

Advanced Structures. Is there a change machine here?

Variations

Set up a mini-simulation of an American home at meal-time. Have the students identify and demonstrate how to use the utensils. Show common American table manners (e.g. putting napkin on lap, each person eating from his or her own plate). Discuss similarities and differences between meals in an American home and in the students' native country.

Prepare an activity in which students read clothing labels and describe or demonstrate how to care for the clothing (e.g. wash in cold water, don't iron).

Concerns

Students should be able to use a measuring cup before doing the washing machine activity.

Students who are already familiar with western foods and appliances may need only a short review of the competencies in this lesson.

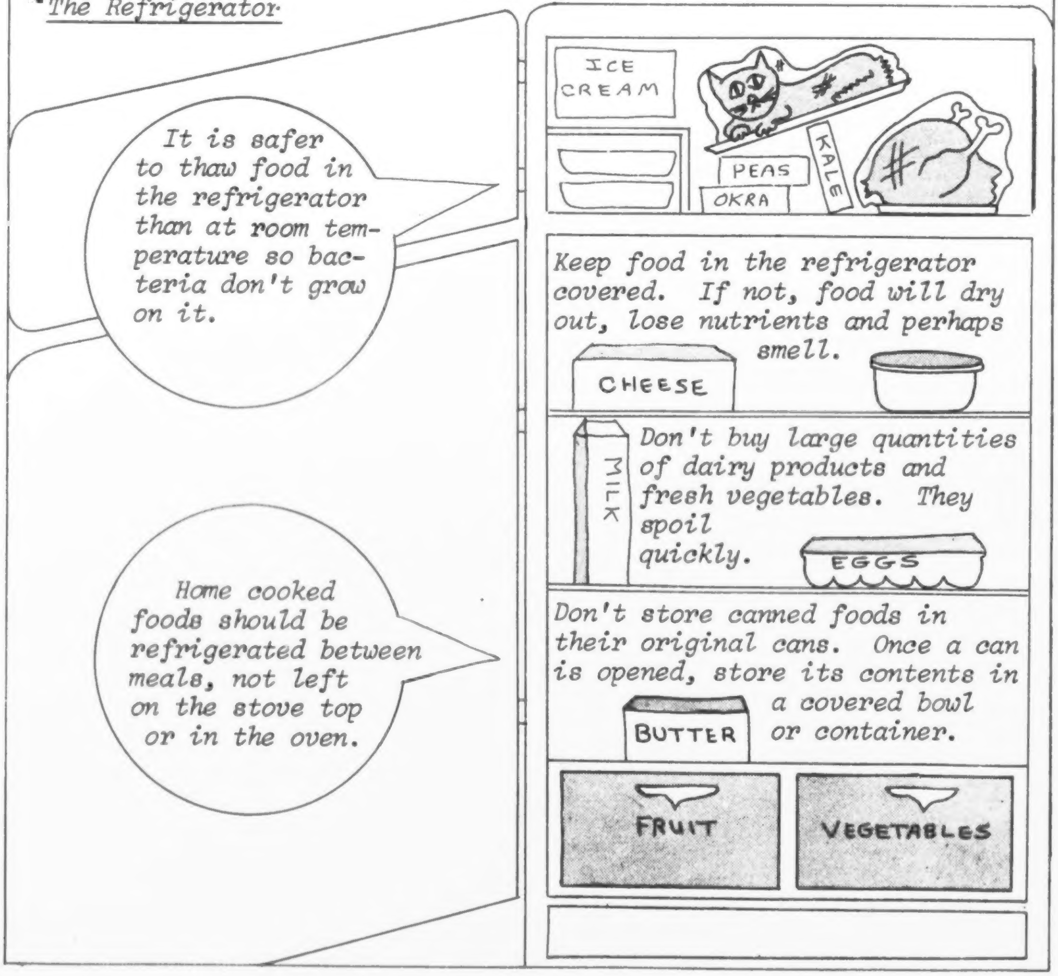
Bits and Pieces

1 *Frozen Foods.* Foods which are purchased frozen must be kept frozen at home until they're ready to cook. Place them in the freezer. If foods accidentally thaw out, don't refreeze them. Use them within a few days. Fresh foods can be frozen at home. For example, chicken can be bought in large quantities when it's on sale and stored in the freezer for later use.

2 *Cold Foods.* Foods which are purchased cold must be kept cold in the refrugerator. If they are left in the open air, they will spoil.

3 *Canned or Bottled Foods.* These can be kept on the shelf or in the cabinet for a long time.

4 *The Refrigerator.*



It is safer to thaw food in the refrigerator than at room temperature so bacteria don't grow on it.

Home cooked foods should be refrigerated between meals, not left on the stove top or in the oven.

Keep food in the refrigerator covered. If not, food will dry out, lose nutrients and perhaps smell.

Don't buy large quantities of dairy products and fresh vegetables. They spoil quickly.

Don't store canned foods in their original cans. Once a can is opened, store its contents in a covered bowl or container.

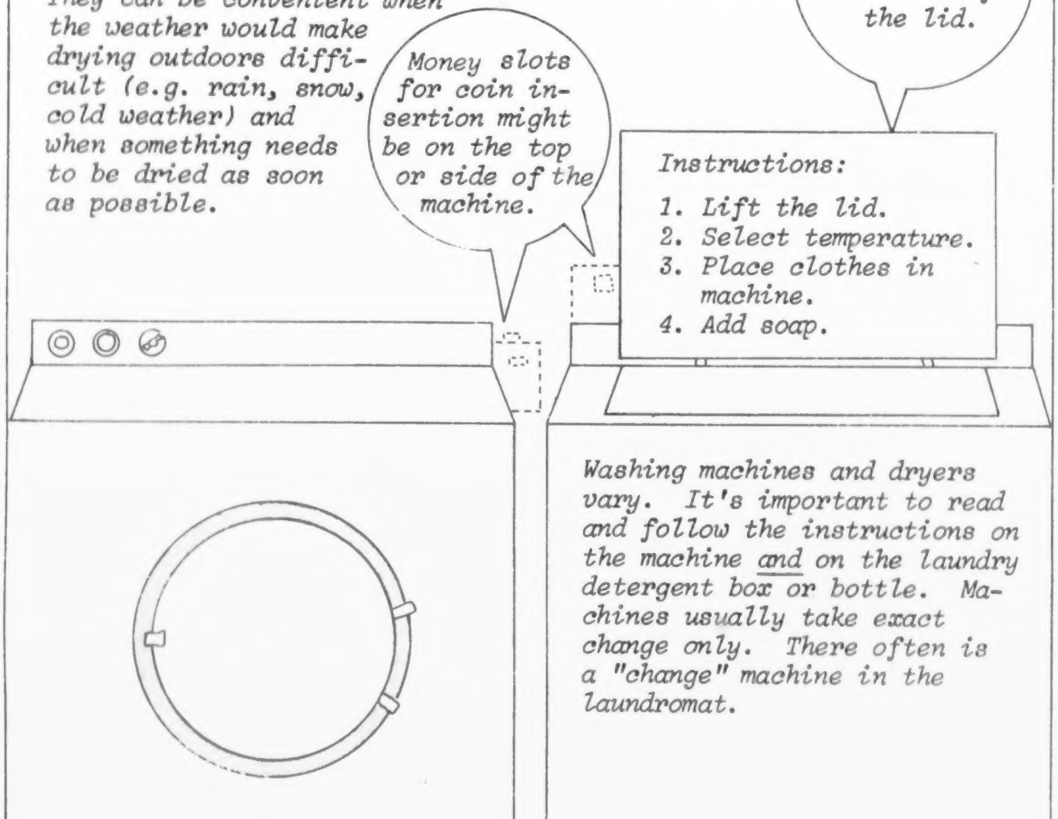
5 *Food Hints*

- *It is important to wash hands with soap and water before handling or preparing food.*
- *Fruits and vegetables should be washed with water before being eaten or cooked.*
- *Garbage (left-over scraps of food) should be placed in plastic bags in covered garbage cans outside of the house.*

6 *Clothing*

People usually wash their clothes in a washing machine. Many apartment buildings have coin-operated washing machines available for their tenants. Some people go to laundromats (private shops with coin-operated washing machines and dryers) and others have their own machines at home. People often wash clothing made of delicate fabrics by hand at home.

Dryers are usually found with washing machines. They can be convenient when the weather would make drying outdoors difficult (e.g. rain, snow, cold weather) and when something needs to be dried as soon as possible.


Instructions for use are often on the inside of the lid.
Money slots for coin insertion might be on the top or side of the machine.

Instructions:

1. *Lift the lid.*
2. *Select temperature.*
3. *Place clothes in machine.*
4. *Add soap.*

Washing machines and dryers vary. It's important to read and follow the instructions on the machine and *on the laundry detergent box or bottle. Machines usually take exact change only. There often is a "change" machine in the laundromat.*

15 Food and Clothing at Home

Planning

DON'T CRY OVER SPILLED MILK

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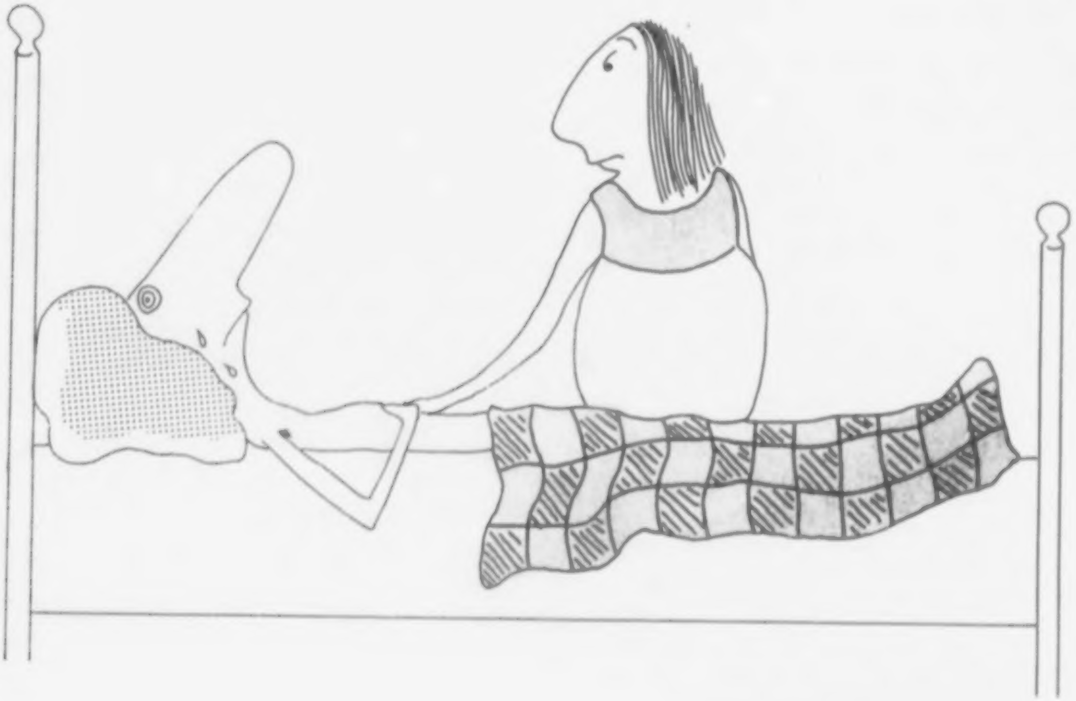
Lesson 16

Medical Services in the U.S.

"I've had a high fever for three days. What can I do? Where can I go?"

It can be frustrating and frightening to be ill and not know where to go for help. In this lesson students identify types of medical facilities offering different medical services in the U.S.



Objectives The students will be able:

- to identify types of medical facilities for obtaining medical services in the U.S.
- to identify medical conditions that require professional assistance and to identify an appropriate source for treatment.
- to name and explain methods of payment for medical services, including: cash, insurance, medicaid and free medical care.

16 Medical Services in the U.S.

Rationale

Everyone gets sick at times. When the illness is serious enough to require professional medical treatment, people must get to an appropriate medical facility. Refugees may find this difficult because of a lack of language skills and confidence, and a lack of understanding of the U.S. medical system. By being able to determine where to go to get the assistance they need, refugees can help themselves build confidence and become more self-sufficient.

Skills

weighing options

clarifying attitudes

Materials

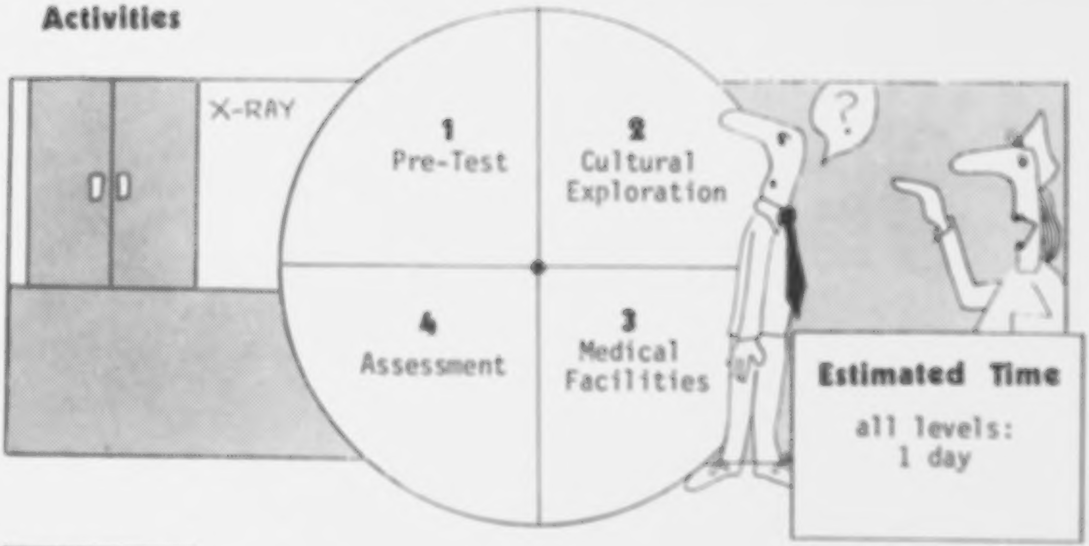
Item	Quantity	Activity
newsprint and marker	1 of each per class	1
posters: medical conditions*	10 per class	2
posters: medical facilities*	6-8 per class	3b, 4
chart: cost and appointment*	1 per class	3b
colored chalk	3 pieces per class	3b
medical situation cards*	10 per class	4

* preparation needed before class

Language

	Vocabulary			Literacy
What's wrong? the matter? My _____ hurts. I have a _____ache.	diarrhea headache stomachache vomiting bleeding	sick cold fever dizzy cut	(parts of the body) pregnant doctor dentist hospital clinic emergency	EMERGENCY CLINIC HOSPITAL

Activities


X-RAY
1 Pre-Test
2 Cultural Exploration
3 Medical Facilities
4 Assessment
?

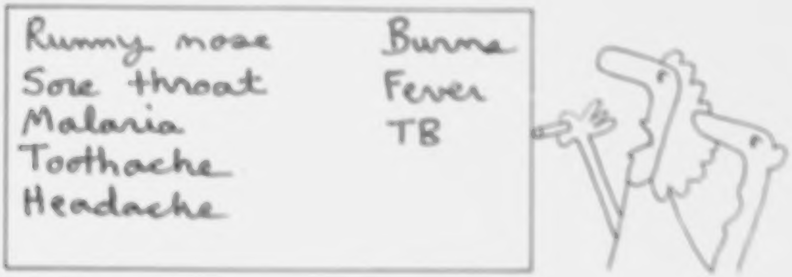
Estimated Time

all levels:
1 day

1 Pre-Test

What's Ailing You? Students describe medical conditions they have had in their native country and in the refugee camp.

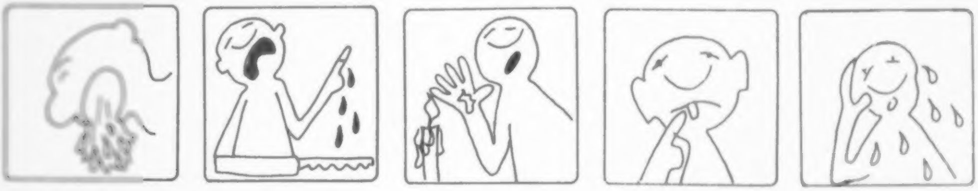
- Facilitate a Brainstorming session (see Techniques) in which students name medical conditions they have had in their homeland and in the camp. Record the answers on newsprint as drawings or a written list.
- Review each "condition" and ask students which ones they might experience in the U.S. Mark those with a star (*).
- Post the newsprint on the wall as reference material for the remainder of the lesson.


Runny nose
Sore throat
Malaria
Toothache
Headache
Burns
Fever
TB

2 Cultural Exploration

Traditional Medicine. Students identify appropriate sources and methods of treatment for common medical conditions in their native country.

- Have the students form five groups. Assign each group one medical condition (listed in previous activity) to consider. Distribute posters of medical conditions (e.g. vomiting, bleeding, a burn) to help reinforce the instructions.



- Ask each group to answer the following questions concerning a person who has the medical condition they discuss:
    - * What caused the condition?
    - * Who can a person see to get appropriate help for this condition?
    - * What is the usual or traditional treatment for this condition?
- Allow each group to report or demonstrate its findings to the rest of the class.
- Note: If your class includes students from urban and rural backgrounds, have them form separate groups to discuss sources and methods of medical treatment.

3 Medical Facilities

a Facilities in Camp. Students identify types of medical facilities for obtaining medical services in the refugee camp.

- Refer students to the list of medical conditions named in the "Pre-Test" activity. Point to some medical conditions and ask where people go in camp for treatment. Does treatment differ from their traditional methods? How?
- Ask students to name the places in camp they would go in the following circumstances:
    - * You are pregnant. You will have your baby soon.
    - * Your baby is having many health problems and is not growing well.
    - * You have a bad stomachache.
    - * You have a terrible toothache.
- Take a Field Trip (see Techniques) to the various medical services in camp. Have the students form several groups. Assign each group one or two places to visit. Arrange for a guide to be available to answer questions at each facility. When the students return to class, they report their findings to the whole class.

b Facilities in the U.S. Students identify types of medical facilities for obtaining medical services in the U.S.

- Using posters of different medical facilities, explain the various places for medical services in the U.S.

- Post a blank "Cost and Appointment" chart on the blackboard. Distribute colored chalk to the students and ask them to check the box in the appropriate columns for each medical facility listed or pictured. Discuss their choices.

Type of Service	Appointment Needed	Appointment Recommended	Free or Low Cost	Expensive
Public Health Dept.		*	*	
Community Health Clinic		*	*	
Private Doctor	*			*
Health Maintenance Organization		*	*	
Hospital In-Patient Care	*			*
Emergency Room				*
Private Dentist	*			*
Dental Clinic	*		*	

- Point to the medical conditions marked with a (*) on the list from the "Pre-Test" activity. Ask students where they might go for medical treatment in each case in the U.S. Have them explain their choices.

c Payment. Students name and explain methods of payment for medical services.

- Ask the students if they had to pay for any of their medical care in their native country. How did they pay for it (cash, credit, barter, etc.)?

- Explain cash, insurance, medicaid and free medical care (e.g. Public Health Clinics). Note: Insurance and medicaid procedures may be alien to your students. Allow for any questions and encourage them to seek detailed information from their voluntary agency or other local community service provider as soon as they arrive in the U.S.

- Present some situations in which refugees have chosen the form of payment they want to use. Ask students why they think the refugees paid using the method they did.

  * K has four children. He has a full-time job. His youngest child had a painful ear infection in the middle of the night. K took her to the hospital. He paid using his medical insurance number from work.

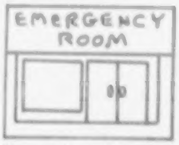
[Some employers offer insurance that covers dependent family members.]

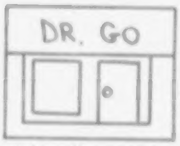
- * D arrived in the U.S. two months ago. She's looking for a job and studying ESL in the evenings. One day she cut her finger while cooking. It was bleeding badly. She used her medicaid card to pay for the emergency treatment at the hospital.
  [Medicaid covers health emergencies.]
- * N is a full-time student at a university. He has purchased student health insurance. He was visiting a friend in another town and he had a high fever for several days. He went to the doctor there and paid cash for the services.
  [Perhaps N thought his insurance policy wouldn't cover medical expenses in another town. He should check this out because often insurance policies cover the client in many different locations.]

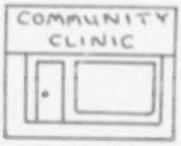
4 Assessment

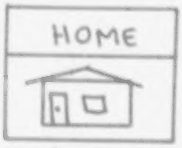
Do I Need A Doctor? Students identify medical conditions that require professional assistance, and identify an appropriate source for treatment.

- Post pictures or signs of medical facilities and a picture of a "home" on the wall.

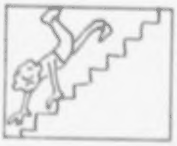


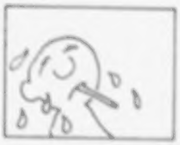


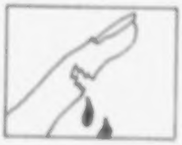




- Distribute "medical situation" cards to individual students or small groups. The student (or one from each group) stands by the poster showing the appropriate source for treatment of the medical condition on his or her card.







- Have each student answer questions or explain the details of his or her choice:
  - * Why would you go there? Why wouldn't you go to the ________?
  - * Do you need to make an appointment?
  - * What is the relative cost?
  - * How will you pay for treatment? Why?

Notes

Preparation

The teacher may need to review the details of medical insurance and medicaid prior to class. Check with recent government publications and the Teacher Reference Manuals published by the Center for Applied Linguistics, Orientation Resource Center, 3520 Prospect St. NW, Washington, D.C. 20007.

Language

Advanced Vocabulary. flu, T.B., venereal disease, x-ray, thermometer, temperature, urine sample, blood sample, stool sample.

Advanced Structures. Where should I go for help? Do you have insurance? Do you need an appointment?

Variations

Present a slide show of medical facilities and services in the U.S.

Play "20 Questions." Give a card to one student (or whisper) stating a medical condition and the medical facility that gave treatment. The other students must ask 20 yes-no questions of the student with the card. When one student thinks he or she knows the answer to the question, "Where did I go for medical treatment?," he or she must state, in English translation, "You went to the ________." If that is correct, give another situation to a second student. Repeat the process.

Concerns

Some people may be shy or embarassed if they sense that there is some prejudice against traditional medicine or feel it is considered superstitious or ignorant. In fact, people in the U.S. are becoming more aware of the positive healing qualities of many traditional medical beliefs and treatments. When practicing traditional medicine, however, people must be careful not to break the law or to appear to break the law (e.g. coin rubbing which may look like child abuse to Americans). See "Bits and Pieces" in Lesson 17, "Doctor/Patient Relationship."

Bits and Pieces

1 Medical Facilities in the U.S.

Public Health Department. The main function of government-funded public health services is the control of infectious diseases. They also set standards for safe public water supplies, sanitation in restaurants and may provide educational programs on nutrition or family planning. Cost: usually low or no charge.

Private Doctor. An examination by a private doctor takes place in the doctor's office. People go to private doctors for any illness that is not an emergency. An appointment is required. People can be charged for an appointment when they do not show up if they fail to cancel the appointment ahead of time. This is the most personalized medical care but fees are generally high. Cost: expensive.

Community Health Clinic. Some clinics provide health care for almost all illnesses except emergencies. Others are more specialized (e.g. family planning, dental clinics). Appointments are required at some clinics. Patients might not see the same doctor each time they go to the clinic. They may be able to do so if they schedule an appointment in advance. Clinics are busy places and long waiting periods are often common. Cost: less expensive than a private doctor--some use a sliding scale system based on the patient's ability to pay.

Health Maintenance Organization. This is a group of private doctors and nurses who join together to offer total health care for one annual membership fee. Members see the doctors as often as needed, paying a small fee for each visit. Medications are offered at reduced cost. Most hospitalization expenses are covered, too. Appointments, though not required, speed the visit. Cost: higher than a community health clinic.

Hospital Out-Patient Clinic. This may be a private or community clinic. Appointments are generally needed. Cost: variable.

Hospital In-Patient Care. Private or clinic doctors make referrals for people to stay in the hospital. People do not go to the hospital themselves and ask to be admitted for long-term treatment. Most hospitals have official visiting hours to visit patients. All guests should be quiet and obey the hospital rules (e.g. obey NO SMOKING signs, not bring food in from outside or burn incense without asking permission). Cost: expensive.

Emergency Room. Emergency rooms are in hospitals and they provide 24-hour medical care in cases of immediate need. People should seek help at an emergency room only in true emergencies (e.g. sudden illness or serious accident). If there is a question as to what is an emergency, it is a good idea to telephone one's doctor before going to the emergency room. Sometimes you must wait to see a doctor because the most serious cases are treated first. Some emergency rooms require proof that you will pay for treatment before you can see a doctor. Cost: very expensive.

Dentist: Some work alone; others in clinics. Cost: expensive.

2 Conditions and Treatment

MEDICAL CONDITION	SOURCES FOR TREATMENT
broken bone	* emergency room * private doctor
minor cut, burn, bruise	* home treatment
severe burn, cut (bleeding), unconsciousness	* apply first aid, then * emergency room
poisoning	* emergency room (bring the poison container along to show the doctor)
fever, cold, flu, cough, headache	* home treatment if mild * private doctor or any clinic if severe or long-lasting

3 Medicaid A government program that pays for health care for people with low or no income. People must apply for Medicaid through the local Public Assistance Department. Not all medical facilities accept Medicaid as payment for their services. Most refugees are eligible for Medicaid when they arrive in the U.S. Once they are granted Medicaid, they receive a card which they must show to each doctor or clinic they visit. Medicaid covers payment for most medical services, including the purchase of medicines.

4 Insurance Individual or group coverage of medical costs by an insurance company. There are many kinds of insurance policies available. All differ in the coverage they offer. Some will pay all medical costs above a certain amount (ex: $100). Some will pay only for hospital treatment (x-rays, laboratory tests, hospital stays). Some include life insurance which guarantees that money will be paid to a beneficiary in case of death. Disability insurance guarantees that money will be paid to you if your illness prevents you from working.

People pay a monthly fee to the insurance company (the fee varies according to the policy) and, in times of need, the insurance company will pay the medical bills. Because health care services in the U.S. are so expensive, people find it worthwhile to have insurance. They may have a group policy provided by their employer if working full-time or arrange for insurance directly with a company.

Health Maintenance Organizations are similar to insurance. People pay a set fee in advance and then the organization will pay for all required medical care. However, medical care must take place at the HMO one joins.

16 Medical Services in the U.S.

Planning

MAKE NO BONES ABOUT IT, IT WILL BE FINISHED SOON

Lesson 17

Doctor/Patient Relationship

"Open your mouth, stick out your tongue and say "ah!'"

A visit to the doctor's office can be confusing and intimidating if a person doesn't know what is expected of him or her and isn't sure how to ask for the help needed. In this lesson, students practice making and changing appointments for a medical examination, fill out a sample medical form and identify some general procedures followed in a medical examination in the U.S.

Objectives The students will be able:

- to indicate and spell one's given and family name and to write each name in the proper position on a form.
- to make, change and break appointments using a telephone.
- to describe some general procedures followed in a medical examination in the U.S.
- to identify basic responsibilities of doctors to patients and patients to doctors in the U.S.
- to identify and suggest solutions for conflicts arising from clashes between differing medical practices and beliefs.

17 Doctor/Patient Relationship

Rationale

Refugees often enter the U.S. with pre-existing health problems. After arrival, refugees may also develop symptoms related to those or to new health problems. It is essential for them to be educated about U.S. health care practices and concepts, and to be able to ask for and receive the care they need, so they will feel more comfortable in seeking out and following through with available professional medical assistance.

Skills

- clarifying attitudes
- identifying problems
- solving problems
- sequencing steps
- literacy: reading and writing
- numeracy: reading

Materials

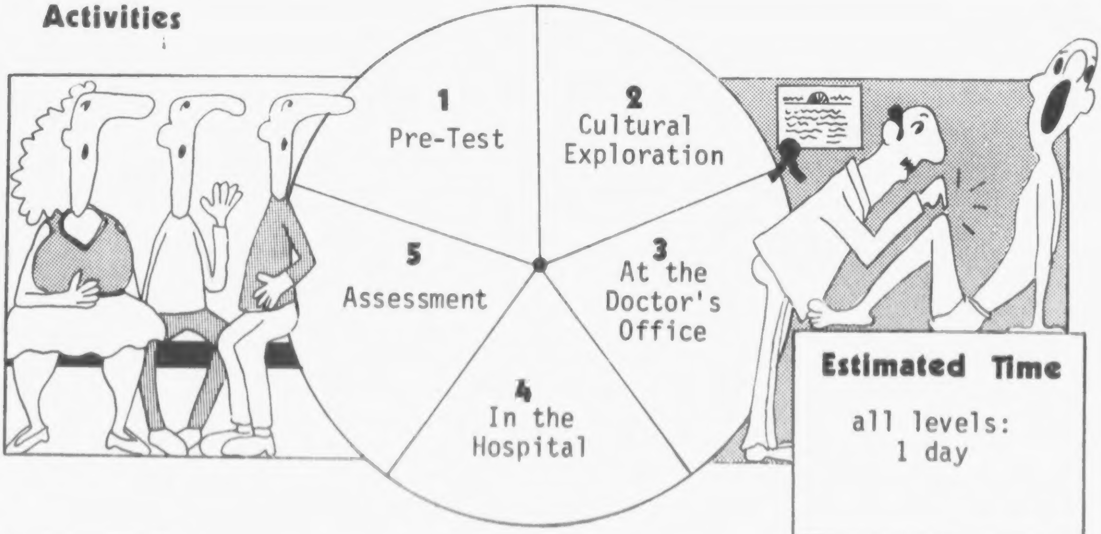
Item	Quantity	Activity
pictures: various illnesses*	6-10 per class	1a
newsprint and marker	4 each per class	2
model telephone	6 per class	3a
thermometer	1 per class	3b
blood pressure gauge	1 per class	3b
white hospital gown	1 per class	3b
stethoscope, plastic cup	1 each per class	3b
prescription paper*	1 per class	3b
handout: medical history form*	1 per student	3b, 3c
poster: medical history form*	1 per class	3c
flashcards: doctor/patient roles*	4 per class	3d
case studies: "hospital"*	2-3 per class	4a
"hospital" story pictures*	as available	4a
case studies: "operation"*	2 per class	4b
picture series: medical exam*	2 sets per class	5

* preparation needed before class

Language

	Vocabulary		Literacy
I need to see the doctor. What's the matter? My chest hurts. I have an earache. Can you come today at 3:30 p.m.?	name first name last name (common illnesses) hurts itches burns	(parts of the body) doctor dentist (days of the week) (times) 2:30, 4:00	(numbers) (time) (spell one's name)

Activities



Estimated Time

all levels:
1 day

1 Pre-Test

a I Need Help! Students identify illnesses which might require a doctor's care.

- Conduct a Brainstorming session (see Techniques) in which students name illnesses that might require a doctor's care. List their responses on the blackboard.
- Vary this by showing pictures depicting people with different illnesses or injuries. Have the students tape the pictures under a sign marked "doctor" or under one marked "home."

b Expectations. Students describe their expectations of the doctor's role in the U.S.

- Choose one of the illnesses mentioned in the previous activity. Ask for a volunteer "doctor" and "patient." The patient will go to the doctor and explain his or her illness. Leave it up to the "actors" to decide what each will say and do.
- After the short scene, ask the characters to explain their actions and why they did them. Ask the other students to describe what they think the doctor or patient should have done and why.
- Ask if any students have received letters from friends or relatives in the U.S. describing American doctors. Allow them to share the information they received.

2 Cultural Exploration

Responsibilities. Students describe the responsibilities of the doctor to the patient and the patient to the doctor in their native country.

- Have the students form four groups. Distribute newsprint and markers to each group. Ask them to draw a scene in their homeland in which a person with a serious illness is seeking help from a medical "expert" (e.g. doctor, nurse, shaman).

- As each group presents and explains its drawing, have them describe the patient's responsibilities in that situation and the doctor's (or nurse's) responsibilities.

  * Does the patient talk to the doctor?
  * Does the doctor talk to the patient?
    What does the doctor say/describe/explain?
  * What happens next? What kind of treatment
    does the patient get?
  * Will the patient come back again?

3 At the Doctor's Office

a Appointments. Students demonstrate how to make, break or change an appointment for a medical examination.

- Explain the information that should be exchanged when making, breaking or changing an appointment with a doctor.
- Have the students form three groups. Give each group two telephones. Assign each group a task:

Group #1.	Group #2.	Group #3.
Make an appointment for your son to see Doctor Green. (Telephone number: 997-0652.) Your son has had a fever for two days.	You have an appointment for a regular check-up at 3:30 on Wednesday. You want to cancel the appointment. Your doctor is Dr. Small (201-6695).	You have an appointment with Doctor Quach at 10:00 tomorrow. Your child's teacher wants you to come at that time to meet with her. She says it is important. You want to change the appointment with Dr. Quach (672-4113).

- Allow time for practice. Ask two members of each group to demonstrate how to make, break or change an appointment using the telephones.

b The Visit. Students describe some general procedures followed in a medical examination.

- Present a Role Play (see Techniques) with the classroom aide and another teacher or aide.

Setting: Doctor's office and waiting room.
Characters: Receptionist/Nurse, Doctor (teacher) Patient (aide)
Action: Patient enters waiting room, checks in with receptionist who hands patient a medical history form to complete.

Patient completes it with difficulty (looking confused). Receptionist/Nurse measures patient's height and weight, then takes patient to doctor's office. Doctor speaks quickly. Patient answers in native language. Doctor performs the following actions.

- * takes patient's temperature
- * takes blood pressure (first, doctor motions to patient to make a fist. Patient misunderstands and gets up to fight.)
- * takes pulse
- * gives patient a white gown and leaves the room (when doctor returns, patient still hasn't changed. The second time patient puts on gown.)
- * gives patient cup for urine sample; shows patient bathroom; patient is confused; doctor explains again using "sign" language; takes cup from patient
- * listens to heartbeat
- * examines eyes, ears and throat (using a wooden "depressor" for throat exam)
- * gives patient a prescription for medicine

Follow-up: Review the steps the patient and doctor followed. Ask the students to note points at which the patient was confused. List these on the blackboard. How could the confusion have been remedied or avoided? Clarify any steps that are unfamiliar to the students.

c Medical History Form. Students complete a sample medical history form.

- Explain that when people visit a doctor or clinic they haven't been to before, they must fill out a medical history form.
- Distribute a medical form (see Appendix) to each student. Post a large replica of the form on the blackboard. Review all the information with the students to be sure they understand the form.
- For lower-level classes, you may want to complete a simplified form as a class (using one student's medical information) and then have them practice filling in individual forms.
- Higher-level classes may not require much explanation at first. You may want the students to take more complex forms home (where they may have some medical records), complete them and bring them to class the following day.

d Doctor/Patient Roles. Students identify behaviors considered helpful in a doctor/patient relationship in the U.S.

- Present a variety of actions taken by a doctor or patient during a medical exam. Present them through short dramas (with the aide or another teacher).

- Ask the students to watch the patient's behaviors and to decide which are considered helpful and which are not helpful in a doctor/patient relationship in the U.S. Have students explain the behaviors and the attitudes they convey. (What did the patient say/do? Why? What did the doctor expect the patient to do? Why? etc.)
- Allow for discussion. Clarify any misconceptions or misinformation.

A refugee patient (Mr. X) makes an appointment and arrives on time to see a doctor for a bad pain in the stomach. The doctor asks Mr. X how long he has had the pain. Mr. X says it has been very bad for one month. The doctor seems upset and asks Mr. X why he didn't go to a doctor sooner. Mr. X doesn't answer. The doctor becomes angry as he examines the patient because his situation is serious. He keeps asking Mr. X why he didn't tell someone earlier. Mr. X finally says he thought the pain would go away and he didn't want to bother the doctor for something unimportant.

Ms. B goes to the clinic because she has a headache, a sore throat and a high fever. She has also started to have trouble hearing in one ear. The doctor asks about her symptoms. She says she has had a fever. During the examination, the doctor finds that Ms. B's throat is little red. He asks again about other symptoms, but Ms. B doesn't say anything because the doctor will know everything by examining her. The doctor tells her to take aspirin, drink fluids and rest. Ms. B follows the doctor's instructions, but, a few days later, she has to go to the emergency room because of terrible ear pain. The doctor there says she has an infection.

Ms. T's doctor thought she needed to go to the hospital for a certain length of time. He wanted her to have some complicated tests with special modern equipment. While Ms. T was in the hospital, she asked her doctor many questions. She asked about the medical procedures, the equipment and the kind of medication she had to take. She asked about possible side effects from her treatment. She asked the nurses many questions, too.

4 In the Hospital

a New Vs. Familiar I. Students identify and suggest solutions to conflicts that might arise from contrasting medical practices in a hospital.

- Tell two stories about clashing views of medical practices, using pictures for reinforcement. Use names and medical practices from your students' culture. (See Appendix for two sample stories.)

- For each story, have students identify and suggest solutions to the conflicts.
    - * What happened first, next, etc?
    - * When did the conflicts arise? What were the causes?
    - * What did the people think their options were at each point?
    - * Legally, what options did they have?
    - * How could the conflicts be resolved?
- List students' suggestions for resolutions to the conflicts on the board. Along with the students, review each suggestion to decide which ones are realistic options.

b New Vs. Familiar II. Students clarify their attitudes toward operations considered necessary in the U.S.

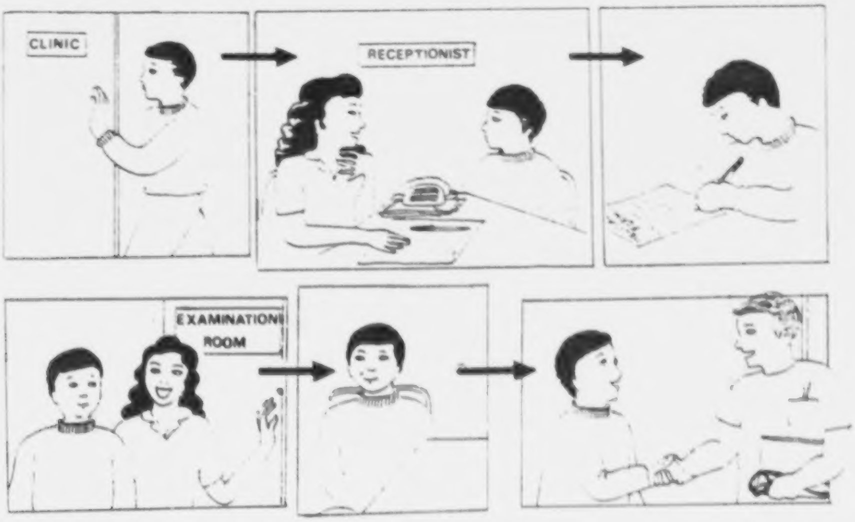
- Present Case Studies (see Techniques) about refugees who have gone to the hospital and had to have operations. (See Appendix for one case study about a pregnant woman who had a Caesarean delivery and one about a man who died and had an autopsy performed on him.)
- For each case, have the students identify what the character (or the character's family) expected to happen in the hospital. What kind of medical treatment/procedures did they think would be followed? Then, have them describe what did happen and why it happened, from the doctor's point of view and from the patient's (or patient's family's) point of view.
    - * What were the conflicts?
    - * Could the conflicts have been avoided? How?
    - * How might the conflicts have been resolved?
    - * How would you feel/what would you do as a member of the patient's family in each case?

5 Assessment

Picture Sequencing. Students describe some general procedures followed in a medical examination, naming responsibilities of the doctor and the patient.

- Conduct a Picture Sequencing activity (see Techniques). Present pictures of different scenes before, during and after a medical examination: meeting the receptionist, seeing the doctor and getting treatment (see Appendix). Review the pictures to be certain that the students understand what is happening in each.
- Distribute one copy of the series of pictures to each of two groups. Ask them to sequence and discuss the pictures. Have one representative from each group present a story using the pictures.

17 Doctor/Patient Relationship



* What is happening first, second, etc?
* At each point, what does the doctor say to the patient? What kinds of questions might the doctor ask?
* At each point, what does the patient say to the doctor? How much information should the patient offer?
* What does the doctor recommend or tell the patient to do?
* What does/should the patient do at home? Etc.

Notes

Preparation

Try to gather information about medical practices and/or beliefs in your students' native country that may conflict with medical treatment in the U.S. (Contact refugee hospital workers or doctors or locate cultural background information in written resources.) Use this information to make the stories and case studies relevant to your students.

Appointments. (See Lesson 10, "Calendars and Appointments" for background information about making, changing and breaking appointments.)

Language

Advanced Vocabulary. operation, chest x-ray, blood test, stool sample, urine sample.

Advanced Structures. I can't sleep. I have pains in my chest. Where is the laboratory (lab)? How's he doing? He's much better.

Literacy. The medical Form. (See Appendix for a sample form.)

Variations

Perform a role play of a dental check-up.

Present a videotape of a hospital visit or stay.

Explain the "specialities" of different kinds of doctors. Choose the ones that your students may need to deal with in the U.S. e.g., pediatrician (for children), gynecologist (for women), opthamoligist (for eyes), dermatologist (for skin), etc.

Appendix

handout: medical history form, page 397
case studies: different medical practices, page 413
case studies: operations, page 414
picture sequence: medical examination, page 398

Concerns

Students should be able to read and write their names and clock time before attempting this lesson.

Your students may have heard stories about terrible diseases that befall refugees in the U.S. or about the complexity of the health care system. Stress the importance of learning how to ask for needed care or information. The students should be able to identify resources for translation and other assistance, such as the MAA (see Lesson 29, "Refugees in the U.S.") or their local volag.

17 Doctor/Patient Relationship

Bits and Pieces [1]*Health care can be a life-or-death matter. It is very personal, often deeply rooted in cultural values. Misunderstandings easily occur or develop because of the significance of these issues and differences in health care concepts and practices.*

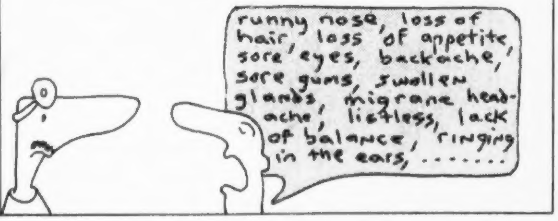
[2]*Areas of Potential Conflict*

Refugees may:

- *believe herbal medicines and other traditional forms of treatment are best--lack trust in western medicine.*
- *discourage sick ones from seeking unfamiliar medical treatment.*
- *fear receiving a physical exam.*
- *be unfamiliar with the value of dental care.*
- *lack knowledge about certain diseases and their transmission.*
- *believe the sick need the attention of relatives who stay day and night.*
- *be suspicious of health providers.*
- *lack funds to pay for dental or eye care.*
- *consider drawing blood damaging--"the body has a limited supply."*
- *view U.S. doctors as uncaring when a patient is seen for 15 minutes and then referred to another lab or doctor.*
- *find that traditional treatments (such as coining) are interpreted as physical abuse.*
- *believe that asking questions shows stupidity or lack of trust in the health provider.*

U.S. Health Providers may:

- *be unfamiliar with the health care concepts of refugees.*
- *be insensitive to the fears and rationales of different ethnic groups regarding medical practices.*
- *lack trust in or be suspicious of the patient.*
- *fail to combine sensitively folk beliefs with modern medicine to increase acceptance of a recommended treatment.*
- *fail to communicate expectations regarding treatment and follow-up.*
- *believe rules and regulations limiting visiting hours are necessary for medical personnel to do their jobs effectively.*
- *believe people should make routine use of health care services and not wait until a condition becomes severe.*
- *think a patient should be informed of all aspects of the medical treatment, ask questions as they arise and give his or her consent.*
- *expect a patient to explain all symptoms and answer all medical questions honestly.*


runny nose, loss of hair, loss of appetite, sore eyes, backache, sore gums, swollen glands, migrane headache, listless, lack of balance, ringing in the ears, ...

3 *The Medical Examination*

The following are some general procedures a patient will follow in a medical examination:

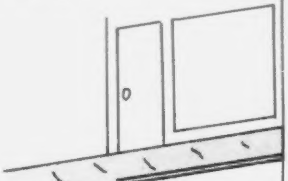
- *Check-in with the receptionist. Give one's name and appointment time. Complete the medical form if necessary. Show insurance card if asked.*
- *Sit in the waiting room.*
- *Enter the examining room when called. Follow all instructions. Answer all questions, including those about medical history, allergies, health habits, etc.*
- *During the physical examination, the doctor might: take the temperature (with a thermometer), check the blood pressure (with a guage), check the pulse (with fingers and a stop-watch), check the throat and breathing (with a stethoscope), etc.*
- *The doctor might order tests: a urine sample (to detect kidney and other internal problems), a blood test (to detect infection, anemia), etc.*
- *Follow the doctor's instructions regarding medication and treatment. Fill any prescription orders at a pharmacy.*

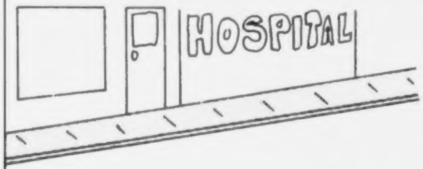
4 *Common Operations*

1. *Caesarean*
   [Surgical removal of a baby through the mother's abdominal wall]
2. *Autopsy*
   [Surgical examination of a corpse]
3. *Tonsilectomy*
   [Surgical removal of the tonsils]
4. *Appendectomy*
   [Surgical removal of the appendix]

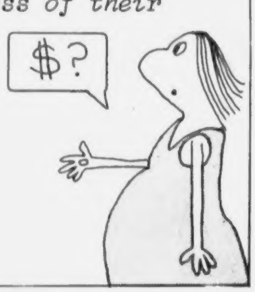
5 *Health Care and the Law*

It is against the law to circumcise females in the U.S. Female circumcision is considered multilation or child abuse.





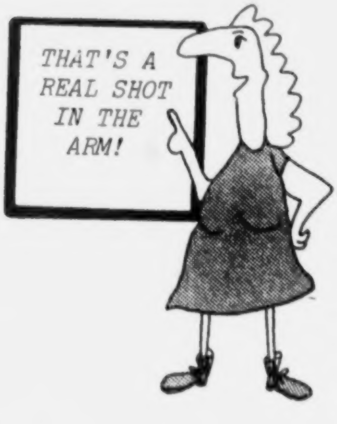
Hospitals cannot refuse to treat pregnant mothers in labor or anyone in a life or death emergency--regardless of their ability to pay.



If the parents of a child refuse to allow a child to receive medical treatment even though a doctor has determined that a specific treatment is necessary to preserve the life of the child, the state may assume legal guardianship of the child.

17 Doctor/Patient Relationship

Planning

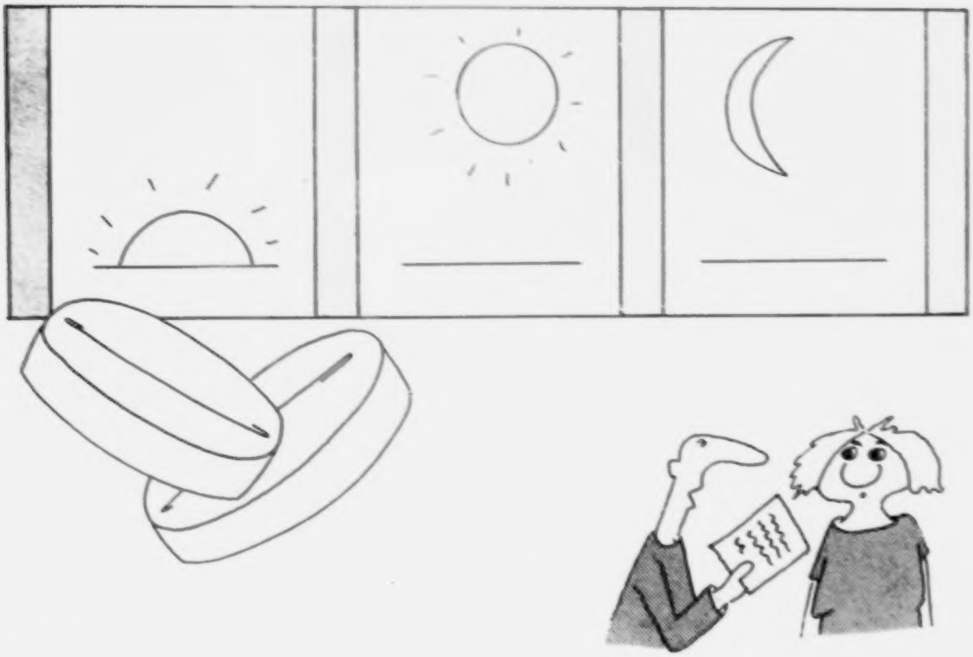

THAT'S A
REAL SHOT
IN THE
ARM!

Lesson 18

Household Medicines

"Take two tablets, three times a day, before meals."

The variety of medication available in the U.S. and the complexity of instructions for use can be overwhelming. In this lesson, students practice using medical supplies and following instructions on medicine labels.



Objectives The students will be able:

- to define "prescription."
- to describe how to obtain prescription and non-prescription medicine.
- to describe or demonstrate the safe and appropriate use of medication and medical supplies in the house.
- to ask for clarification of information.
- to contact help in the case of a medical emergency at home.

18 Household Medicines

Rationale

Health-related beliefs and practices differ widely from one culture to another. The kinds of medical treatment they will receive in the U.S. may be new for some refugees. It is important that they understand the significance of following a treatment plan correctly and completely in order to help themselves, family or friends get well as soon as possible.

Skills

observing	literacy: reading
clarifying information	numeracy: reading
communicating in English	

Materials

Item	Quantity	Activity
first aid supplies	as available	1,3a,4a,5
household medicines	as available	1,3a,5
bucket	1 per class	3a
non-prescription medicines	4-6 per class	1,3b,3c,5
poster: sample labels*	1 per class	3b
teaspoons	2 per class	3b,3d,5
tablespoons	2 per class	3b,3d,5
prescription medicines	3-4 per class	3c,3d,3e,5
poster: sample prescription labels*	1 per class	3d
newsprint and marker	2 per class	3e
flashcards: use of medicine*	7-10 per class	3e
flashcards: illnesses or injuries*	5-7 per class	4a, 5
thermometer	1 per class	4b
handout: thermometers*	1 per student	4b
telephone	2 per class	4c
pictures: home accidents*	3-5 per class	4c

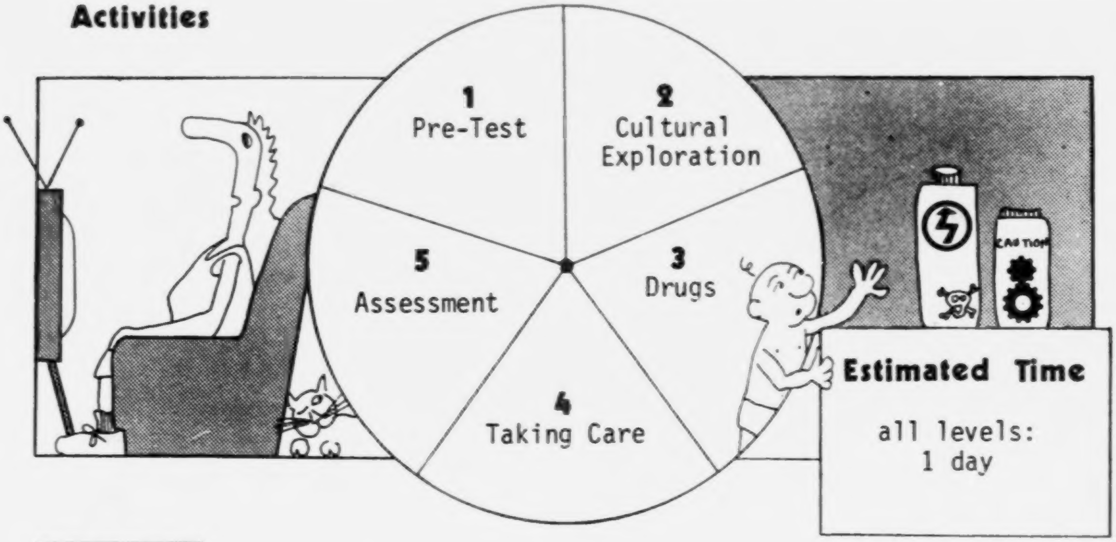
* preparation needed before class

Language

	Vocabulary		Literacy
How many do I take? How often? Take it every 2 hours. Take it before meals. Take it after meals. Help! My friend is bleeding. is unconscious. drank poison.	once a day twice a day three times a day thermometer emergency pills tablet(s) teaspoon(s) tablespoon(s)	bleeding vomiting diarrhea cold fever headache	TABLET TEASPOON TABLESPOON (abbreviations) TSP, TBSP (prescription) (numbers)

18 Household Medicines

Activities



Estimated Time

all levels:
1 day

1 Pre-Test

Let Me Show You. Students identify, describe or demonstrate the appropriate use of common household medical and first aid supplies.

- Place some basic household first aid and medical supplies (see lists in "Bits and Pieces") on a table. Include some medicine commonly recommended and available in your area. Explain that being able to read English is not always necessary when using household medicines or first aid supplies. It is important for the person to recognize the packaged item and determine its use.
- Ask various students to go look at, smell and touch the items and guess what each is used for.
- Vary this by passing the medicine and supplies around the room and allowing everyone to guess their purpose.
- Have some volunteers demonstrate the use of items they recognize.

2 Cultural Exploration

The Doctor Gave It to Me. Students explain the general procedures or rules they followed for using medicine in their native country.

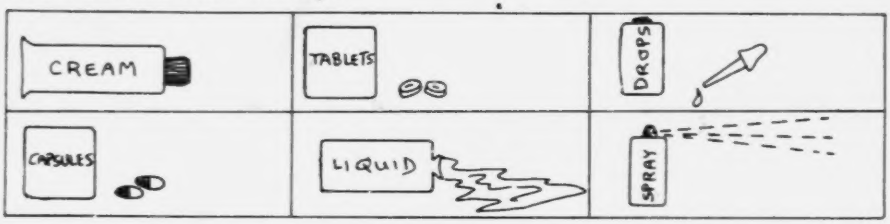
- Ask questions about the students' use of medicine in their own country:

  * Where did you get medicine?
  * Was any medicine available only by prescription or from a doctor?
  * How did you know how to use the medicine (how much, how long, etc.)?
  * Did you ever share your medicine with other people? Why or why not?

3 Drugs

a Many Kinds of Medication. Students describe the appropriate use of different forms of medication.

- Present different types of medication, one at a time, explaining how each form is used (e.g. cream is applied to skin, liquids are measured and swallowed).



- Place all the samples in a bucket. Move around the class asking individual students to close their eyes, pick a sample of medication from the bucket and explain how it is used. Be sure each form of medication has been selected at least once.

b Non-Prescription Medicine. Students describe or demonstrate how to choose, obtain and use non-prescription medicine.

- Explain that non-prescription (or "over-the-counter") drugs are available in pharmacies or drugstores and supermarkets. There is no special order or permission required to obtain them.
- Present some containers of non-prescription medicine. Instruct volunteers to explain the information they find on the labels.
- Show a large poster of sample non-prescription drug labels. Have students answer questions about each label. For example:

ZAP CREAM

exp:
9/89 Stops itching fast!
Sooths dry,
sunburned skin.

Use:
Apply directly
to skin three
times a day.

Caution:
For external use
only. Do
not swallow

"NO MORE"
Cold Tablets
For relief from runny nose,
watery eyes and sneezing.
Dosage: Adults - 2 capsules
every 4 hours. Children -
1 capsule every 6 hours.

* What is the brand name of medicine number 1?
* Which would you choose to stop a runny nose?
* What is the dosage for children who take NO MORE?
* When will ZAP CREAM become ineffective?
* Where could you buy any of these medicines?

- If the students are not able to read the labels, instruct them to ask questions about each medicine.

- * How much (many) do I take?
- * How often do I take it?

- Let students practice measuring teaspoons and tablespoons of liquid "medicines" (use water as a substitute) and count the appropriate number of pills according to the medicine labels or the oral instructions.

c Prescription Medicine. Students describe how to obtain prescription medicine.

- Present a Role Play with the classroom aide, another teacher or an advanced student.

Setting:	Doctor's Office and Pharmacy.
Characters:	Doctor, patient, pharmacist.
Action:	The physical exam has been completed. The doctor mentions the type of medicine the patient needs to take, writes the prescription, hands it to the patient and explains how to take the medicine. The patient asks the doctor to repeat the directions. The patient takes the prescription order to the pharmacist, receives the medicine and pays for it. The pharmacist explains the directions for usage again.
Follow-up:	Lead a discussion about the patient's and the doctor's actions. Why did the patient ask the doctor to repeat the instructions? Why did the patient need a doctor's prescription to get that medicine? Could the patient have purchased that medicine anywhere else? What did the pharmacist do?

d Prescription Medicine Labels. Students read sample labels on prescription medicine.

- Distribute some prescription medicine containers. Ask the students to read and explain any information they can on the labels. What kinds of information do they find there?
- List their responses on the blackboard, adding anything they miss.
- Present a large poster of sample prescription medicine labels. Review one or two labels. Ask questions as in Activity 3, "Non-Prescription Medicine."

Wonder Pharmacy
684 N, 8th St.
Bend, NH 376-0421

No. 9866724 Dr. White
Take two teaspoons three times a day before meals. For cough.
Tom Louis Exp: 9/90

General Pharmacy

Sue Bloom No. 42778
Apply directly to rash two times a day.
For External Use Only
1849 Oak LN Cork, PA

- Let students practice measuring teaspoons and tablespoons of liquid "medicines" (use water) and count out the appropriate number of pills according to the medicine labels. Hand them pictures depicting "before meals" and "after meals." Instruct them to hold up the appropriate picture for each medicine label.

e Safety. Students describe or demonstrate the safe use of medicines.

- Have the students form two groups. Instruct one group to stand around a table that holds "over-the-counter" medicines. Instruct the other group to stand around a table holding prescription medicines.
- Give each group newsprint and a marker and allow them 5 minutes in which to list safety precautions they could take to avoid problems with these medicines in the home.
- After one group reports, ask the second group to add safety precautions the other group missed. Repeat with the other group.
- Vary this by having them demonstrate (e.g. keeping medicine away from children, not sharing medicines, reading the label, not drinking alcohol) instead of list the safety measures.
- Another variation is to distribute flashcards to each group describing (in words or pictures) actions that may affect the safe use of medicine. The groups decide if each action (e.g. drinking alcohol and taking pills, using medicine after its expiration date has passed, sharing aspirin) might be harmful, and why.

4 Taking Care

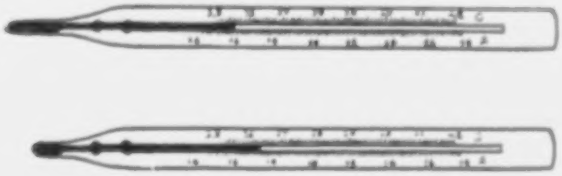
a First Aid. Students demonstrate some home remedies for common mild illnesses and injuries.

- Place some first aid supplies on a table. Distribute flashcards with illnesses or accidents described in words or pictures. Ask those with cards to choose the appropriate item(s) and to demonstrate how to treat that illness or injury.

b Thermometer. Students describe the correct procedure for using a thermometer and practice reading it.

- Show a thermometer and ask students to explain its use. Discuss the importance of using a thermometer to determine how high a fever is.
- If any students have used a thermometer before, ask them to demonstrate how to use it orally. Be sure they include cleaning it before and after use in their demonstration. Show a rectal thermometer and explain how to use it.
- Draw a large thermometer on the blackboard. Count the degrees with the students. Draw a second thermometer and have the students read the temperature.
- Distribute a handout with thermometers showing different temperatures. Have the students write the correct temperature under each thermometer and circle the one showing a "normal" temperature.

- Discuss home treatment of mild fevers.



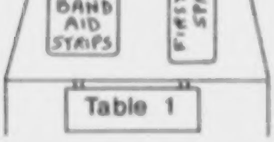
c Emergencies. Students demonstrate how to contact help in the case of a medical emergency at home.

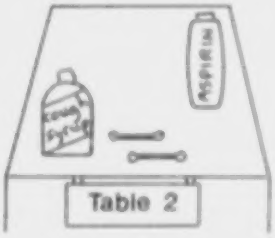
- Place two telephones on a table. Present pictures of accidents occurring at home (e.g. a child poisoned by drinking strong medicine, someone falling down the stairs and lying unconscious). Ask some students to demonstrate what they would do in each case. (The teacher can act as the emergency or hospital operator.)
- Review the importance of keeping emergency phone numbers by the telephone. Remind the students that in each case they should remain as calm as possible until help arrives. (See Lesson 5, "Use of the Telephone," for information and activities related to emergencies.)

5 Assessment

It's Your Turn. Students describe or demonstrate how to obtain and safely use prescription and non-prescription drugs, first aid and medical supplies, and ask for clarification about their use.

- Label three tables 1, 2 and 3. On table 1, place some first aid supplies. On table 2, place some common non-prescription medicines. On table 3, place prescription medicines. (Put a teaspoon and a tablespoon on both tables 2 and 3.)
- Distribute cards depicting illnesses or injuries to pairs of students. Give the class several minutes to walk around the tables and decide upon the best medical treatment for the illness or injury shown on the card.





- When the students are ready, ask them to sit down. Invite one pair to go to the tables, explain or demonstrate the illness or injury on the card and demonstrate the appropriate treatment. Ask these questions:

  - * Why are you using ____________?
  - * Where could you get ___________?
  - * Do you need a doctor's permission?

- Continue with the other pairs of students. Allow for other suggestions at any point.
- Instruct each student to ask at least one clarification question about the medicine or medical supplies shown.

Notes

Preparation

Gather samples of a variety of non-prescription and prescription drugs. If real containers are not available, use clear plastic containers. Design and attach your own labels.

Language

Advanced Vocabulary. at bedtime, before you sleep, more names of illnesses.

Advanced Structures. I'd like a refill, please.

Variations

Invite a doctor, nurse or representative from a local Red Cross affiliate to give a first aid demonstration.

Give students model clocks with moveable hands. Ask them to show when they would take the medicine if it had to be taken every 4 hours, every 6 hours , etc.

Appendix

teacher information: using medicine safely, page 415
teacher information: using the thermometer, page 416
worksheet: reading the thermometer, page 399

Concerns

Students should be able to count and to measure liquid amounts before starting this lesson.

Refugees with limited English ability may fear having to deal with so many instructions regarding medical treatment. Emphasize the positive results (e.g. getting and staying healthy, avoiding possible health dangers) of using recommended medication and following all the instructions correctly. Remind the students that they need to ask for clarification (as often as necessary) to be sure that they understand the directions completely.

Bits and Pieces

1 *Not all illnesses or accidents require a doctor's care. Most common illnesses and minor emergencies can be handled at home.*

2 *Medical Supplies to Keep on Hand*

Item:	*Use To:*
sterile gauze pads	*cover cuts and wounds*
sterile bandages	*cover cuts and wounds*
adhesive tape	*secure bandages*
sterile cotton	*pad or clean small wounds or apply alcohol and other medicines*
plastic bandages	*cover small cuts and wounds*
scissors	*cut gauze bandages and tape*
sharp pointed tweezers	*remove small splinters*
safety pins	*secure large bandages*
ice bag	*reduce swelling or soothe burns*
antiseptic lotion	*clean and soothe small cuts and abrasions*
iodine	*prevent infection in small wounds*
rubbing alcohol	*clean the thermometer*
oral thermometer	*take temperatures*
rectal thermometer	*take temperatures*

3 *Medical and first aid items should be easily accessible to adults, but kept out of reach of children. They should be kept clean at all times.*

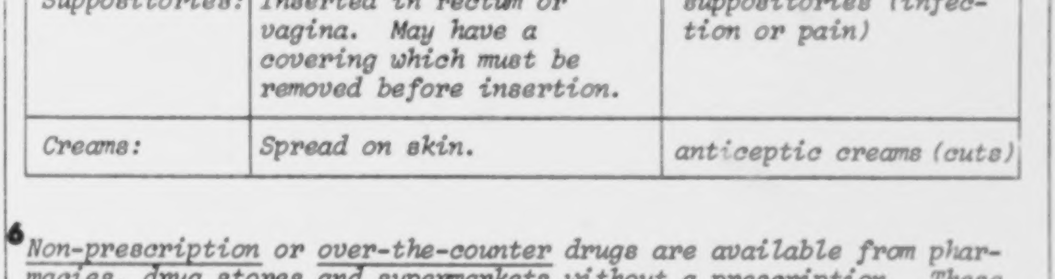
4 *Traditional Medicine: Many people have traditional "home remedies" for different ailments. Generally, people are free to try to treat minor illnesses or accidents at home. When an infection doesn't go away, it is best to seek professional medical treatment. The infection may be something the ailing person's family may be unfamiliar with and it could become worse.*

5 Some Medications and Their Use

Form	How to Use	Examples
Pills: Capsules: Tablets:	Taken by mouth. Usually swallowed. Some children's tablets may be chewed.	aspirin (headache, fever) cold tablets (runny nose) vitamins
Liquids:	Taken by mouth.	cough syrup (coughing)
Sprays:	Sprayed into the nose. Sprayed on the skin.	nasal spray (stuffy nose) antiseptic sprays
Drops:	Comes in a bottle with a dropper. Different drops used in ears, eyes or nose.	eyedrops (red, irritated eyes)
Suppositories:	Inserted in rectum or vagina. May have a covering which must be removed before insertion.	suppositories (infection or pain)
Creams:	Spread on skin.	anticeptic creams (cuts)

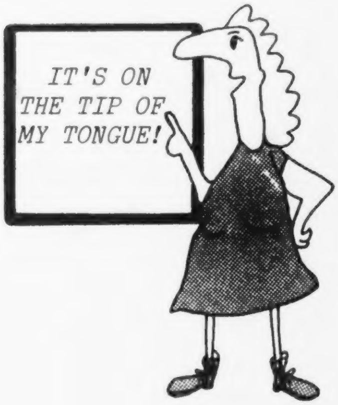
6 Non-prescription or over-the-counter drugs are available from pharmacies, drug stores and supermarkets without a prescription. These medicines relieve some symptoms, but may not cure the disease.

7 Prescription drugs are strong medicines available only with an order from the doctor. The doctor may give the patient a paper (prescription) which the patient takes to a pharmacist in a pharmacy or drug store. A doctor may also telephone a prescription order to a pharmacy. A pharmacist is trained and certified to prepare the correct amount of medicine ordered by the doctor. As soon as the medicine is ready, the patient purchases it in the pharmacy. Some insurance policies and Medicaid will pay for prescription medicines.



18 Household Medicines

Planning

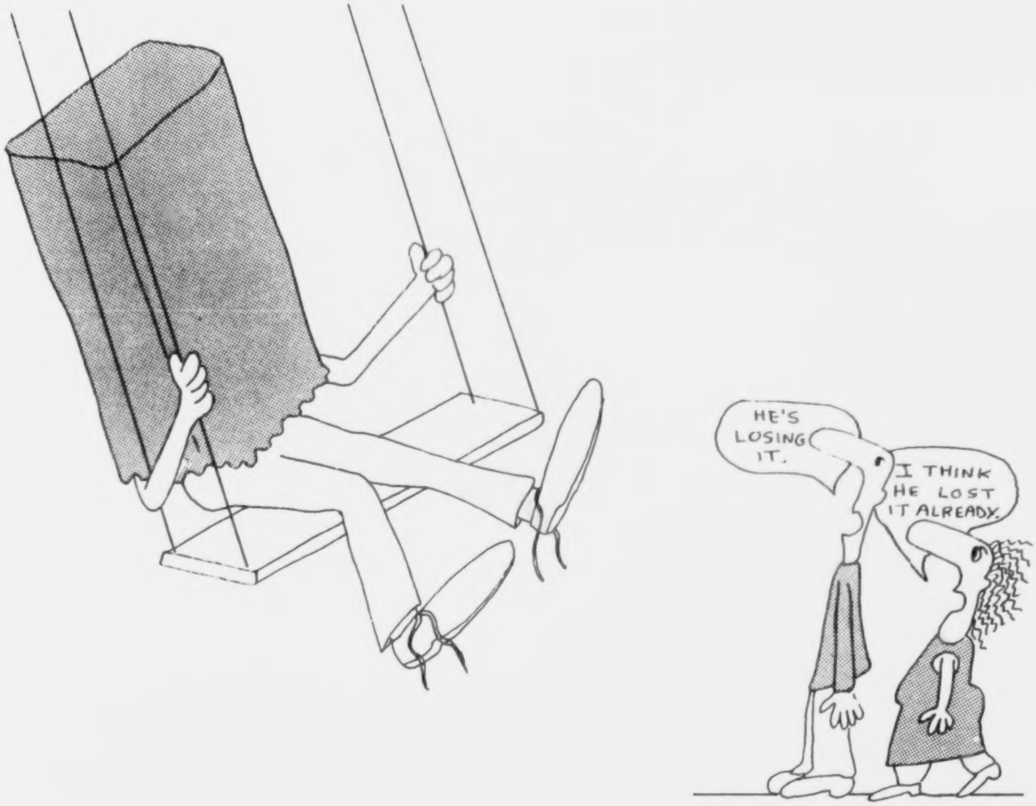

IT'S ON
THE TIP OF
MY TONGUE!

Lesson 19

Maintaining Good Health

"What's wrong with him?"

Weather, food, housing, stress and other factors can offer a big challenge to one's health in a new environment. In this lesson, students identify and explain some ways to prevent illness and stay healthy.


HE'S LOSING IT.
I THINK HE LOST IT ALREADY.

Objectives The students will be able:

- to define good health.
- to identify potential health risks.
- to describe preventive health measures, including: physical and dental check-ups, exercise, appropriate clothing.
- to identify causes of stress and coping strategies for emotional needs.

19 Maintaining Good Health

Rationale

Everyone wants to be healthy. Many people, however, do not know how to be as healthy as possible. Refugees may not be aware of the potential health risks they face in their new land. By recognizing health risks and determining and practicing ways to prevent illness, people can help themselves stay healthy.

Skills

assessing needs
observing
clarifying attitudes

Materials

Item	Quantity	Activity
frisbee	1 per class	1b
dance or exercise routine*	1 per class	1b
toothpaste, toothbrush	1 each per class	3a
dental floss	1 container per class	3a
soap	1 per class	3a
shampoo, deodorant	1 each per class	3a
comb, brush	1 each per class	3a
bucket	1 per class	3a
newsprint	8 per class	3a,3c,4c
felt marker	4 per class	3a,3c
pictures: weather conditions*	5 per class	3c
department store catalogue	4 per class	3c
real clothing items*	as available	3c
pictures: children's health*	5-7 per class	3d
letters from refugees*	2-3 per class	4b
STOP and GO signs	2-3 each per class	5a
case studies: family health*	2-3 per class	5b

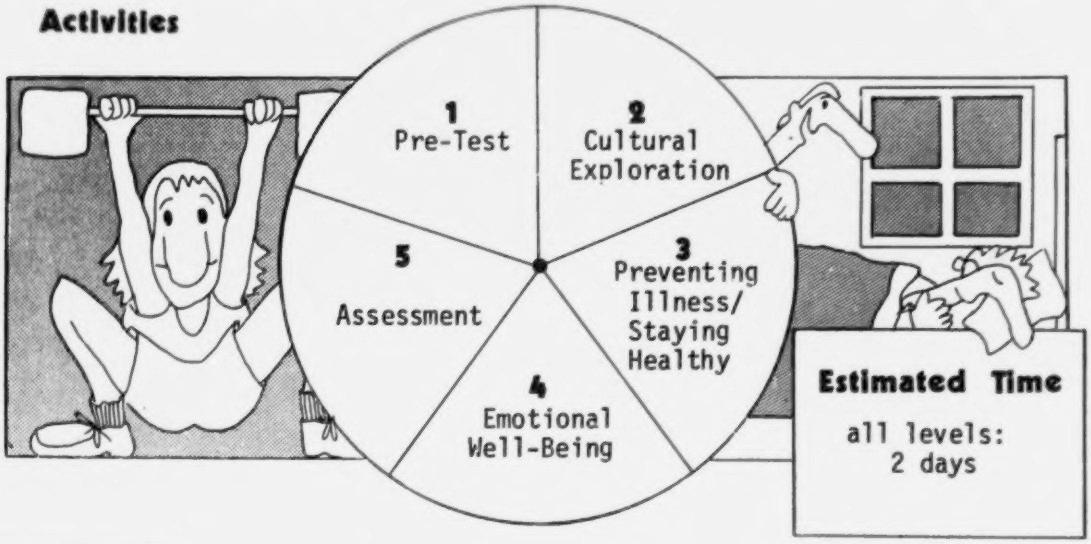
* preparation needed before class

Language

	Vocabulary		Literacy
What's this for? How do I use it? I need a ______.	healthy sick dentist doctor soap bath shower wash	clean toothbrush toothpaste dental floss teeth	STOP GO (product labels)

19 Maintaining Good Health

Activities



Estimated Time

all levels:
2 days

1 Pre-Test

a Are You Healthy? Students explain how they know when they are healthy and describe some measures for protecting their health.

- Ask the students, "Are you healthy now?" Give them a few moments to think and then ask some to state their answers. Have them explain how they determine whether or not they are healthy. What factors (e.g. physical energy, strength, mental outlook) do they consider? List their responses on the blackboard.

b Exercise. Students perform physical exercise.

- Lead a short (5-10 minutes) exercise session. Play with a frisbee, take students jogging, teach aerobic dance or do calisthenics.
- Ask the students how they feel after the exercise. (Answers may range from "refreshed" or "excited" to "exhausted" or "in pain.")
- Explain that being able to do physical exercise is an important part of being and staying healthy.

2 Cultural Exploration

Proverbs. Students analyze some American proverbs to determine their meanings and compare them to proverbs in their culture.

- Present some common American proverbs related to maintaining health.
- Ask students to analyze the meanings.
- Have them state proverbs from their culture, explain their meanings and compare the values expressed with those in American proverbs.

An ounce of prevention is worth a pound of cure.

An apple a day keeps the doctor away.

Cleanliness is next to godliness.

3 Preventing Illness/Staying Healthy

a Personal Hygiene. Students describe and/or demonstrate the appropriate use of common personal hygiene items.

- Have the students form two groups. Distribute newsprint, a marker and a bucket filled with personal hygiene items to each group. (The two buckets should contain different items.)
- Ask the groups to examine each item in the bucket, determine its purpose and method of use and list (or draw) these on the newsprint.
- When the tasks have been completed, have the groups report their conclusions by describing or demonstrating when, why and how to use each item.
- Correct any misinformation and add important points that are missed.

b Check-up. Students describe and/or demonstrate the general procedures followed in a routine medical or dental examination.

- Review the steps followed in a routine medical or dental examination by description or demonstration. Ask students who have been to a dentist to describe or demonstrate the steps. (See Lesson 17, "Doctor/Patient Relationship" for information and activities related to medical examinations.)

c Clothing. Students identify appropriate clothing for different weather conditions.

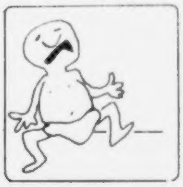
- Have the students form four groups. Distribute newsprint, markers and a U.S. department store catalogue to each group.
- Present a picture indicating a weather condition (e.g. raining, cold, windy, snowing, hot). Label that "picture number one" and ask students to choose clothing in the catalogue that would be appropriate for the weather condition shown. They can list their choices on the newsprint. Continue with the pictures of other weather conditions.
- After 15 minutes, ask group representatives to show and explain their choices for each weather condition.

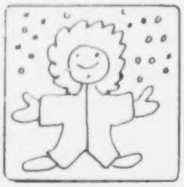
  * Would the same clothing be appropriate for women, men and children?
  * Why should people wear a raincoat when it rains?
  * What might happen if people didn't wear a _____ when it _____?

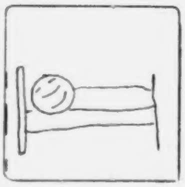
- Vary this by bringing real clothing items to class and asking students to choose appropriate clothing from among those pieces.

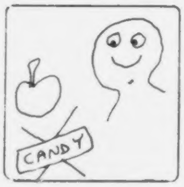
d The Children. Students describe some preventive health measures for children.

- Post pictures around the room describing recommended measures for maintaining the physical well-being of children.









- Instruct students to walk around the room and examine each picture. Bring everyone together and ask volunteers to choose one picture and describe the message it conveys.
- Allow for questions and discussion about each picture.

4 Emotional Well-Being

a Terms. Students define terms related to emotional well-being.

- Write the following words on the blackboard.

MENTAL HEALTH

MENTAL ILLNESS

STRESS

COUNSELOR

HAPPY

SAD

ANGRY

LONELY

CONFUSED

- Ask students to define the terms in English and/or their native language. Be sure to ask students to explain what the equivalent terms in their native language really mean. (Are there negative connotations? Are there more "neutral" terms they could use?)
- Explain that maintaining one's emotional health is important in maintaining one's over-all health.

b Behaviors. Students describe behaviors that may show emotional upset or stress and identify the possible causes.

- Ask students to describe behaviors of people who are very upset (sad, depressed, nervous, etc.). How do they know when people feel this way? What might have caused them to feel this way? What is the reaction of relatives and neighbors to someone who displays extreme sadness, anger or loneliness?
- Present some Letters from refugees (see Techniques) about their emotional experiences in the U.S. (See Appendix for sample letters.) Ask students to identify the behaviors that show emotional upset and to identify the possible causes.

c Coping Strategies. Students identify support systems and coping strategies for emotional needs.

- Lead a Brainstorming session (see Techniques) about the students' problems in the refugee camp. List these on newsprint. Review the list, asking how they deal with each problem in camp.

- Review the list again and, with the students, eliminate the problems that would not affect them in the U.S.

- Post another sheet of newsprint. Ask students to name other problems they would have in the U.S. Review each item and have them consider ways to deal with each, to help themselves feel better in the U.S.

- Explain the professional mental health services available in the U.S. and add them as an option along with the coping strategies they already use. Mention relaxation activities (e.g. listening to music, playing sports games, getting enough sleep, watching a movie) as other ways to help reduce stress and maintain their emotional helth.

5 Assessment

a Stop and Go. Students identify behaviors that may be health risks.

- Have the students form two or three groups. Give each group a green GO sign and a red STOP sign. Name a behavior or activity. Instruct them to hold up the GO sign for healthful practices, and the STOP sign for those that may present a health risk.

- Sample behaviors:

* Eating without washing your hands.	STOP
* Using another person's glass to drink water.	STOP
* Washing hands after using the toilet.	GO
* Letting the baby wear the same diaper all day.	STOP
* Drinking water from a lake or stream.	STOP
* Spitting on the street.	STOP
* Washing the dishes without soap.	STOP
* Keeping sick children separate from healthy ones.	GO
* Brushing your teeth after meals.	GO

b Two Families. Students identify and describe some preventive health measures.

- Present Case Studies (see Techniques) of health habits in different families. (See Appendix for sample cases.)

- Have students vote for the family they think is more likely to stay healthy. Ask individual students to defend their choice by naming and describing the beneficial health habits practiced by the family.

- Vary this by combining with other teachers and classes and performing skits of two different families' health habits. Ask students to vote for the family they think is more likely to stay healthy.

Notes

Preparation

Adapt the stories in the "Assessment" activity to reflect your students' situations. (For example, you might change the names, the ages and family compositions.)

Language

Advanced Vocabulary. Shampoo, deodorant, tampon, sanitary napkin, exercise, cavity, examination, check-up.

Advanced Structures. How often should I ________?

Variations

Conduct a separate session for the women students in which you teach about feminie hygiene. Bring sample sanitary napkins and discuss their use and disposal (wrapped in tissue or toilet paper and thrown in the trash can, not in the toilet). Bring sample tampons and a cup of water. Describe their use and show how they absorb liquid (by placing one in the cup of water).

Background information and activities in Lesson 20, "Nutrition" and Lesson 22, "Pregnancy and Childbirth" relate to this lesson as well.

Invite a dentist or public health worker to demonstrate the proper method of brushing and flossing teeth.

Appendix

teacher information: professional mental health services, page 417
letters from refugees: emotional well-being, page 418
case studies: family health, page 419

Concerns

For many refugees, strenuous physical exercise had been or is part of their daily work. They also have maintained good health by eating a variety of fresh vegetables and fruits. In some cases, they need not change their basic health habits. They need, however, to adopt other health-related practices that are relevant in their new environment.

In some societies there are no concepts of mental health and mental illness as defined in the U.S. Extremes of emotion may not be expressed. When they are, those expressing anxiety may be seen to suffer from mental weakness which may be caused by weak character or by the influence of spirits. When spiritual weakness is thought to be the cause, a traditional healer or religious practitioner may be called in as a counselor or healer. It is important to remind students that they will be able to seek the help and support they want and need, as long as it is available. Wherever traditional support systems do not exist or refugees want to try "something else," the U.S. professional mental health support system may be an option.

Bits and Pieces

1 *Good Health depends on:*

- *your personal behaviors or habits.*
- *your living and work environment.*
- *the care you receive from health care providers.*

2 *An Ounce of Prevention is Worth a Pound of Cure*

This common American proverb expresses the high value placed on prevention of illness. People are capable of taking actions to prevent the development or spread of some illnesses. They are also able to plan and follow some general cleanliness and health practices at home or work to keep in good physical and mental condition.

Nutrition. Eating good food is essential for good health.

Exercise. Getting regular physical exercise is important for maintaining good health.

Sleep. Sleeping at regular hours and sleeping enough hours are vital for your general well-being.

Mental Health. Emotional well-being is as essential to your overall health as is physical well-being. The two are often intertwined.

Check-ups. Having regular (e.g. annual or otherwise) physical and dental check-ups helps you stay as healthy as possible by detecting new or potential illnesses and by possibly providing a home preventive health care plan for you to follow.

Less Smoking and Alcohol. Limiting smoking and alcohol consumption may add years to your life.

Personal Hygiene. Personal cleanliness and general household cleanliness are also important in keeping healthy.

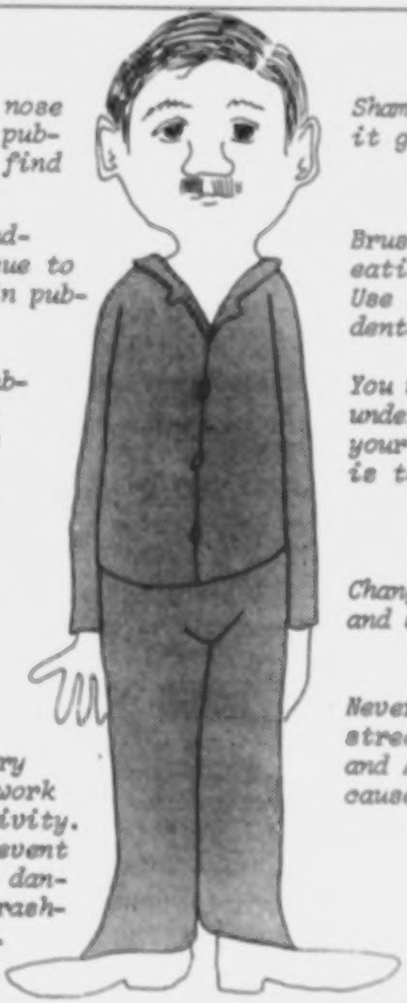
Clothing. Selecting appropriate clothing for different weather conditions is a very important general health care practice.

3 *Health of Children*

Children are vulnerable to many childhood diseases from other family members and from their playmates. Special measures need to be taken to keep children as healthy as possible.

- *A sick child should sleep apart from children who are well.*
- *Sick people should not be near babies or small children.*
- *Children living with a person with tuberculosis (TB) should be checked by their doctor.*
- *Children should be bathed, have their clothes changed and their fingernails cut often.*
- *Children should get enough nutritious food to better resist infections.*
- *Children need to be taught the importance of keeping clean.*

4 Hygene Hints



Never pick your nose or your ears in public. Americans find it offensive.

Always use a handkerchief or tissue to blow your nose in public places.

Never spit in public. It is considered impolite and unhealthy. Use a tissue or handkerchief.

Wash hands with soap and water when you wake up, use the toilet or eat.

Bathe often--every day, after hard work or strenuous activity. Bathing helps prevent skin infections, dandruff, itching, rashes and body odor.

Shampoo your hair whenever it gets oily or dirty.

Brush your teeth after eating meals and sweets. Use a toothbrush and dental floss.

You may want to use an underarm deodorant if your perspiration smell is too strong.

Change your underwear and socks daily.

Never urinate in the streets. It smells bad and Americans believe it causes disease.

5 Dental Exams

The following are some general procedures a patient will follow in a dental examination:

- Give receptionist one's name and appointment times. Fill out medical history form. Show insurance card. Wait in waiting room.
- Enter examining room when called.
- Sit in "special" chair that dentist adjusts (higher, lower, leaning back).
- Have teeth cleaned.
- Have teeth X-rayed.
- Have tooth (cavity) drilled and filled. (An anesthetic may be offered to reduce the pain.)
- Practice brushing and flossing teeth correctly.

Planning

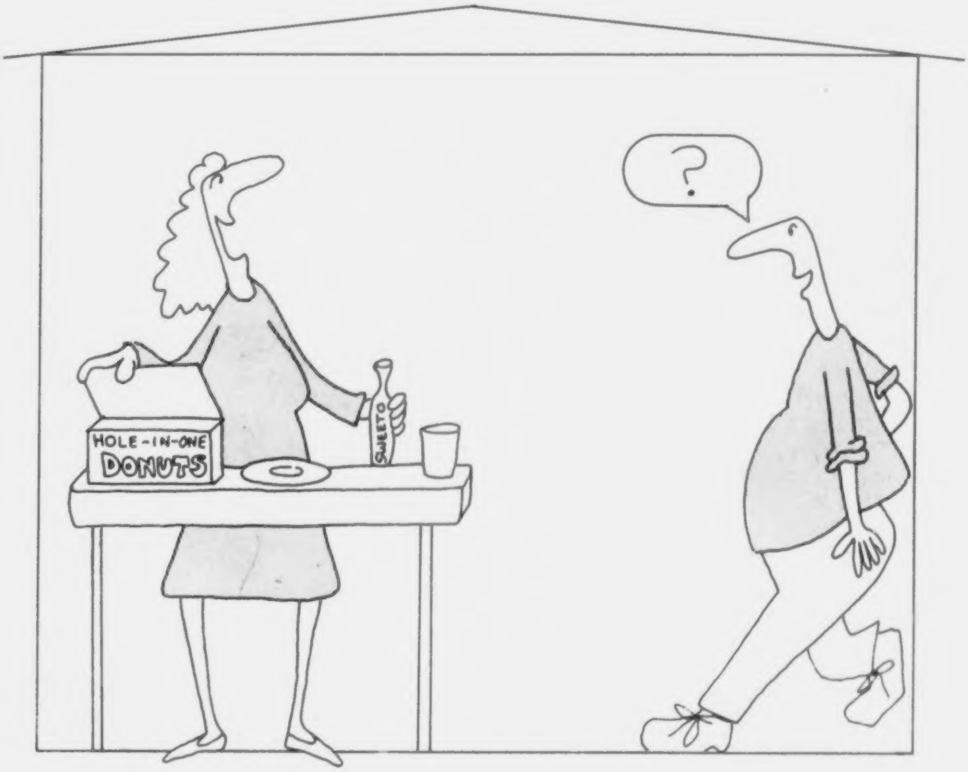
HE SEEMS
SPACED
OUT

Lesson 20

Nutrition

"What's for lunch?"

Upon arrival in the U.S., refugees have a great choice in the foods they can buy and eat. In this lesson, students will determine which types of foods they and their families need to keep them healthy.



Objectives The students will be able:

- to describe some general guidelines for good nutrition for children and adults.
- to distinguish between junk food and nutritious food.
- to read some food product labels.
- to plan a nutritious lunch suitable for a school or work day in the U.S.

20 Nutrition

Rationale

The food we eat has an enormous impact on our general well-being. Refugees in the U.S. are surrounded by a range of new foods and, perhaps, new food preparation possibilities. In order to be able to maintain the good health of themselves and their families they need to be able to distinguish between nutritious and non-nutritious foods and to be able to plan a balanced and healthful menu.

Skills

weighing options — literacy: reading

Materials

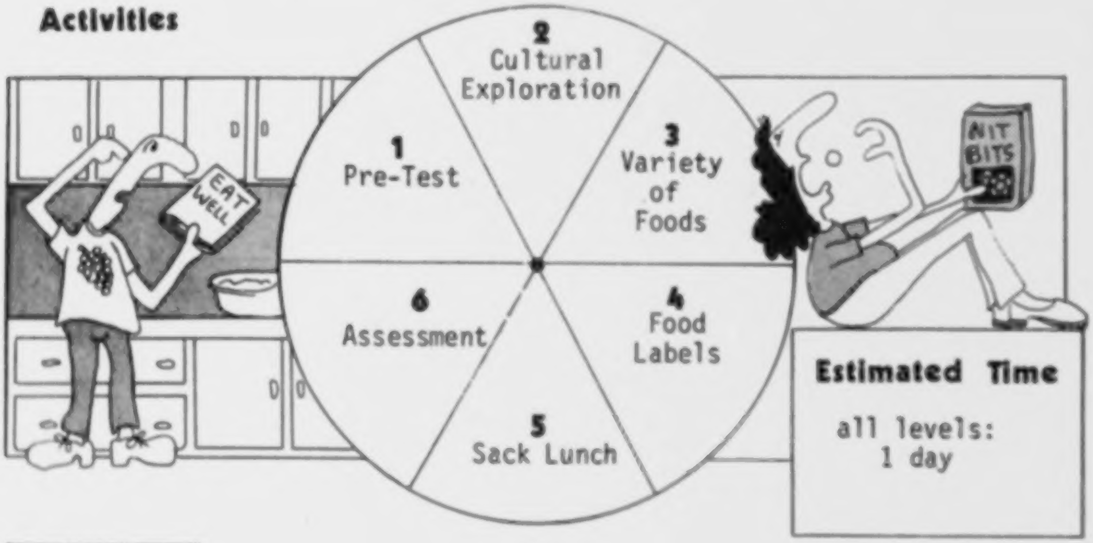
Item	Quantity	Activity
fruit	2 per student	1a, 5
sweet snack	1 per student	1a
newsprint and felt marker	2-3 each per class	2
posters: food groups*	3 per class	3a
pictures: various foods*	15-20 per class	3a
orange drink mix	1 container per class	3b
pitcher	2 per class	3b
water, sugar	as needed	3b
oranges	7-10 per class	3b
spoon	3 per class	3b
paper cup	1 per student	3b
pictures: different people*	5-7 per class	3c
food product boxes, jars	10-15 per class	4a, 4b
blank paper, felt marker	10-15 each per class	4b
masking tape, scissors	2-3 each per class	4b
sandwich bread	2 pieces per student	5
sandwich ingredients* (choose)	as needed	5
cookies or nuts	as needed	5
knife, spoon, plastic bag, paper bag	1 each per student	5
food items	20 per class	6

* preparation needed before class

Language

	Vocabulary	Literacy
Is this good for me? for my children? for you?	food good food junk food breakfast lunch dinner snack(s)	(sample product labels) CONTENTS INGREDIENTS % lb. oz.

Activities



Estimated Time

all levels:
1 day

1 Pre-Test

a A Choice. Students explain some differences between nutritious and non-nutritious foods.

- Begin the class by offering a snack to the students. Let the students choose between fruit (e.g. oranges, bananas) and "sweets" (e.g. candy, sugar cookies).
- After all students have taken a "treat" ask why they chose the food they did. If any students mention "nutrition" or "health" as a consideration, allow them to expand on that idea.
- Ask students to explain some differences between nutritious and non-nutritious foods.

b Terms. Students define English terms used in this lesson.

- Write the following words on the blackboard and ask students to define each term:

NUTRITION NUTRITIOUS JUNK FOOD

VITAMINS DIET BALANCED DIET

- Clarify and/or correct the definitions. Leave these words on the blackboard as reference for the remainder of the lesson.

2 Cultural Exploration

A Day's Menu. Students design and present a menu of a "typical" day's meals in their native country.

- Have the students form 2-3 groups. Distribute newsprint and markers to each group. Ask them to plan a menu representing a "typical" day's meals in their homeland. Allow 10-15 minutes for them to design the menu and list or draw the food items on the newsprint.

- As each group presents its menu, ask the following questions:
  - * Why do you eat this?
  - * Does it do anything for your body?
  - * How do you decide what to eat at each meal each day? (Factors: availability, cost, taste, nutrition, etc.)
  - * How do you prepare each food for eating? (methods: steam, fry, boil, etc.)
  - * Why do you choose that method? (Factors: taste, nutrition, etc.)

- Vary this by preparing a "traditional" meal together at a student's home or in a building with a kitchen.

3 Variety of Foods

a The Food Groups. Students name the basic food groups and explain how each group contributes to making and keeping people healthy.

- Using posters of food categories, explain how each food group affects people's bodies.

		Examples:
BODY-BUILDING FOODS	build the body, help it grow	meat, fish, eggs, beans, cheese, milk, nuts.
ENERGY FOODS	give the body energy and vitamins, help the body-building foods "work"	rice, corn, noodles, potatoes, whole-grain breads, oil and fat, coconut, salad dressing.
PROTECTIVE FOODS	protect the body from disease.	fresh fruits, dark green and yellow vegetables, eggs, meat, fish.

- Ask the students to name the foods they receive in camp. Draw or list them on the blackboard. Have the students classify each food into one of the groups mentioned, and explain how it affects their bodies.

- Divide the blackboard into three sections. Tape a poster of one food group in each section. Present pictures of a variety of foods. Ask individuals (or small groups) to tape the pictures under the poster of their corresponding food group. (Some foods can belong to more than one group.)

- Focus discussion on the need for variety in any diet in order to get enough essential nutrients.

b Junk Food. Students identify some common junk foods and describe their effects on people's health.

- Proceed as in the previous activity. Add some pictures of junk foods. (These will need to be classified into a fourth group.)
- Review the "attraction" of junk foods (e.g. quick and easy to buy and eat, taste good, frequently advertised) and the negative health effects (e.g. tooth decay, skin problems).
- Demonstrate the difference between a common junk food and a nutritious food. Invite volunteers to prepare:

Orange "Drink"	Orange "Juice"
Combine orange drink mix (powder or syrup) with water and sugar according to package instructions. Pour into small paper cups and taste.	Cut and squeeze the oranges. Remove seeds with a spoon. Pour into small paper cups and taste.

- Ask students to describe the different ingredients in the two drinks. Which drink would they prefer for themselves? For their children? Why? Which tastes better?
- Focus discussion on the effects each drink might have on one's health.

c Special Nutritional Needs. Students identify groups of people with special nutritional needs, and describe some of those special requirements.

- Post pictures of 5-7 different people on the wall. Include a pregnant woman, a child under five, a nursing woman, an infant and a middle-aged person. Ask students to identify the people who would have special nutritional needs. Ask them to explain the special needs.

4 Food Labels

a What's In It? Students read and explain some food product ingredients and nutritional information lists.

- Distribute some empty food product boxes to small groups of students. Ask them what kind of food they think the box held. What are the ingredients? How do they know? Have them locate and read the ingredients list.

    * This is made mostly from which ingredient?
    * Is there more ____ or ____ in the box?

- Ask them to locate the nutritional information.

    * How many calories are in a 1-ounce serving of _____?
    * Are there more grams of protein or sugar?

- Allow students time to read different product labels. Ask them to choose the most nutritious product. Which one would they give to their children? To themselves? Why?

b Create a Product. Students design a "food" for themselves and a matching food product label.

- Place empty food containers (plastic jars or cardboard boxes), blank paper, felt markers, masking tape and scissors on a table. Ask students (individually or in groups) to take a container, cover it with blank paper and design a product label that tells the food name, ingredients and weight.
- Advanced students may want to add nutritional information and usage directions.
- Ask students to present and explain their food product and label to the whole class.

5 Sack Lunch

Ready to Go. Students prepare a sack lunch for school or work.

- Explain the American "tradition" of sack lunches. Have students suggest food items they would include in a sack lunch.
- Place all the ingredients and "tools" on a table and instruct students, step-by-step in English, to make sack lunches. Begin with the sandwich, allowing students to smell or taste each ingredient as they add it. (Sandwich possibilities: egg salad, peanut butter, tuna fish, etc.)
- Ask them to place the sandwiches in small plastic bags and then place the bags, fruit and some cookies or nuts in paper bags. Have them explain why this is considered a nutritious meal.
- As everyone eats the "lunch," ask for reactions to the food.

6 Assessment

A Menu. Students plan a nutritious meal.

- Place a variety of food items (real or plastic) on each of four tables. Have the students form four groups, each at one table.
- Instruct the groups to design menus for lunch or dinner, including any of the foods on the table, but not adding other foods.
- Have each group present its menu to the class using a list, drawing or role-play. Ask the following questions:
  - * Why did you choose (this food) and not (that food)?
  - * Why did you choose this combination of food?
  - * What does (food) do for you?
  - * Would you and your children eat the same meal?
  - * What food groups are included in your plan? Which ones are missing?
- Encourage classmates to offer suggestions and opinions.

Notes

Preparation

This lesson requires the use of many materials. For greater convenience, plan your materials list along with other teachers and divide the responsibility for purchasing, collecting and transporting the materials (e.g. fruit, sandwich ingredients, food product boxes).

Language

Advanced Language. nutrition, nutritious, diet, balanced diet, junk food, ingredients, label, protein, carbohydrate, fat, minerals, vitamins.

Advanced Structures. What are the ingredients? How should I use (prepare) it?

Variations

For advanced classes, you may want to label the food groups according to their nutrients (e.g. protein, carbohydrates) as well as according to their "functions" (e.g. body-building, energy, protective).

Vary the "Create a Product" activity by bringing some sample ingredients to the class (e.g. salt, dried beans or nuts, sugar, rice, chilli peppers, flour, eggs) and instructing students to combine the ingredients they choose and list the ingredients in order of amount on the label.

Concerns

During years of war or natural disaster, malnutrition becomes an immense problem. Refugees leaving such conditions may arrive in the camps severely undernourished. While they are in refugee camps, they receive food rations at regular intervals. The rations distributed reflect the availability of certain foods and the ages and number of family members. Many refugee camps also have supplementary feeding programs for pregnant or lactating women and for infants and small children. Still, undernutrition is one of the most significant health problems among newly-arrived refugees from certain geographic areas.

Perhaps for the first time in many years, your students will have a great choice in the foods they can buy and eat (once they reach the U.S.). With some guidance and instruction they can learn how to choose and prepare food that will keep their families healthy.

Also, it is important to remember that children in the U.S. are often influenced by several factors in their choice of foods (e.g. T.V., advertising, school mates). Parents need to be aware of their responsibility to educate their children in healthful eating habits.

20 Nutrition

Bits and Pieces

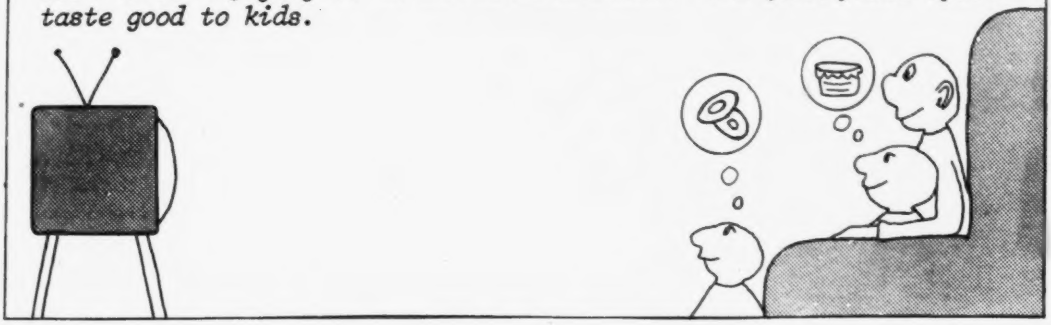
1 *Terms:*

NUTRITION	*The process of being well-fed with a healthful diet.*
NUTRITIOUS	*Providing growth and development.*
VITAMINS	*Substances found in natural foods necessary for normal human growth.*
DIET	*The combination of the usual foods a person eats.*
BALANCED DIET	*A varied and nutritious combination of foods.*
JUNK FOOD	*Food that is not nutritious and may harm the body or hinder its growth and development.*

2 *The Food Groups*

Body-Building Foods (Protein) *[Think of building a house - making it strong and secure.]*	*Build and repair body tissues.* *Supply energy.*
Energy Foods (Carbohydrates) (Fats) *[Think of gasoline giving energy to help a car or machine run well.]*	*Supply energy.* *Help protein foods work to build and repair body.*
Protective Foods (Vitamins) (Minerals) *[Think of an umbrella protecting people from rain which might make them sick.]*	*Help protect skin, nervous system, eyes from disease.*

3 *Junk Food. Junk foods are frequently advertised in the American media (e.g. television, magazines). Children are the main focus of advertisements because they are a particularly vulnerable audience. After seeing a food item advertised several times, children may be especially eager to try it because it "looks" good or other kids seem to be enjoying it in the advertisement. And junk foods often taste good to kids.*



4 *Eating too many junk foods may be harmful to your health. Junk foods often lack nutrients which are so important for normal growth and development--especially for children. Junk foods usually have high levels of sugar (which can cause tooth decay and blemishes), fat (which cause obesity leading to heart problems) and salt (which can put a strain on the heart and kidneys).*

5 *Some Junk Foods:*

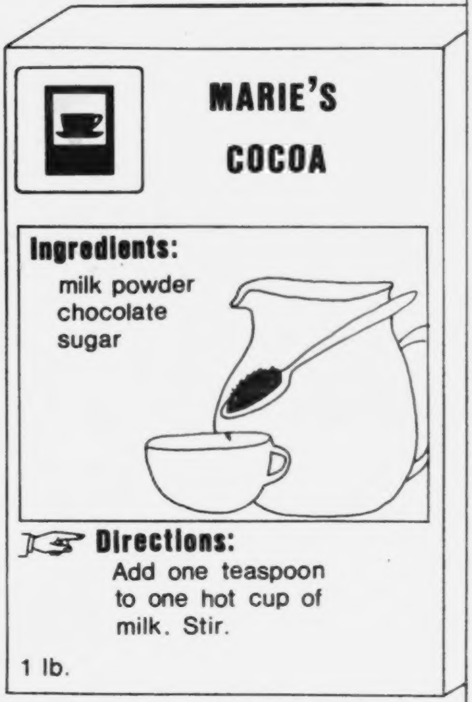
- *candy bars*
- *other candies*
- *soft drinks*
- *salty snacks*

6 *Food Product Labels*

People read the information on labels to know what they are buying and eating.

Labels may contain the following information:

* *product name and perhaps a picture*
* *weight of ingredients*
* *list of ingredients (what the product is made of)*
* *percentage of recommended daily allowances (suggested amounts of the listed substances to be eaten each day)*
* *nutritional information (what nutrients are in the product and in what amounts)*
* *preparation or usage suggestions*



MARIE'S COCOA

Ingredients:

milk powder
chocolate
sugar

☞ **Directions:**

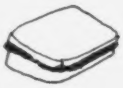
Add one teaspoon to one hot cup of milk. Stir.

1 lb.

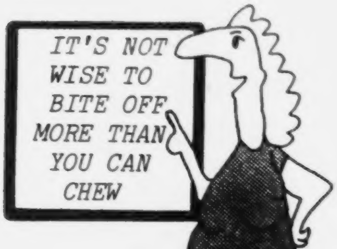
7 *Packing a Lunch:*

Americans have a tradition of "packing a lunch" to take with them to school or work. Schools and some work places provide a cafeteria or lounge where students or employees can purchase and eat meals. Many people prefer to bring their own lunches. They are often less expensive and much more to their liking. "Sack" lunches, as with all meals, should be planned to include a variety of nutritious foods. Sticking a couple of candy bars in a bag for lunch is easy, but it's not nutritious. There are other options:

Any of a variety of sandwiches; fruit; rice and meat or vegetables; salads; etc.



Planning

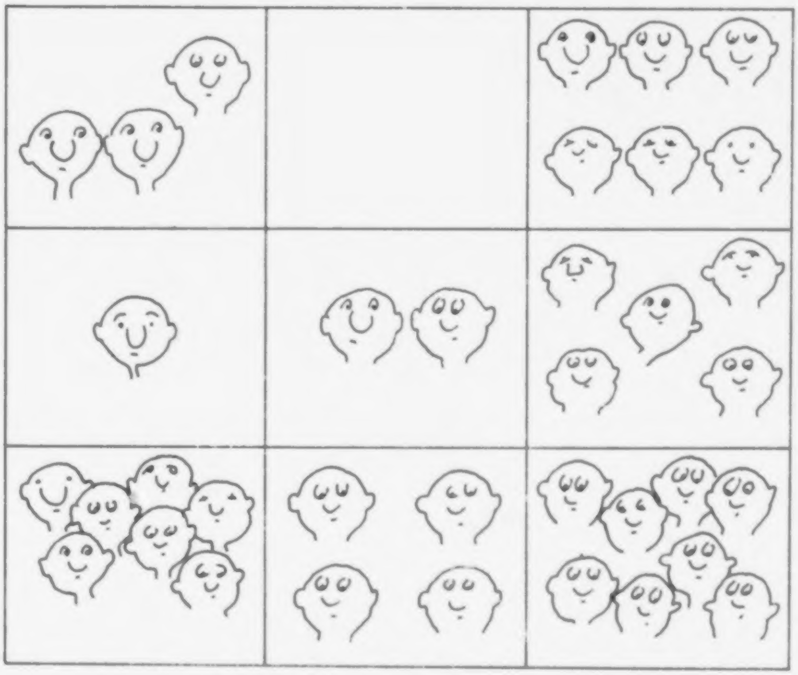

IT'S NOT WISE TO BITE OFF MORE THAN YOU CAN CHEW

Lesson 21

Having a Family

"How many children do you want?"

Issues relating to family planning may be very different in the students' native country and in the U.S. Students may need to think about things they had not considered before. In this unit, students will identify their attitudes toward family size, become familiar with common attitudes in the U.S. and learn about various methods of contraception.



Objectives The students will be able:

- to describe and compare concerns about family planning: family size, finances, time, work and health.
- to define the advantages and disadvantages of common methods of contraception in the U.S.
- to identify resources in the U.S. for getting further information and assistance regarding family planning.

21 Having a Family

Rationale

In the United States, some people want large families and some want small families. By becoming aware of their own attitudes towards families and of their possible options, people can make choices appropriate for themselves.

Skills

clarifying attitudes

Materials

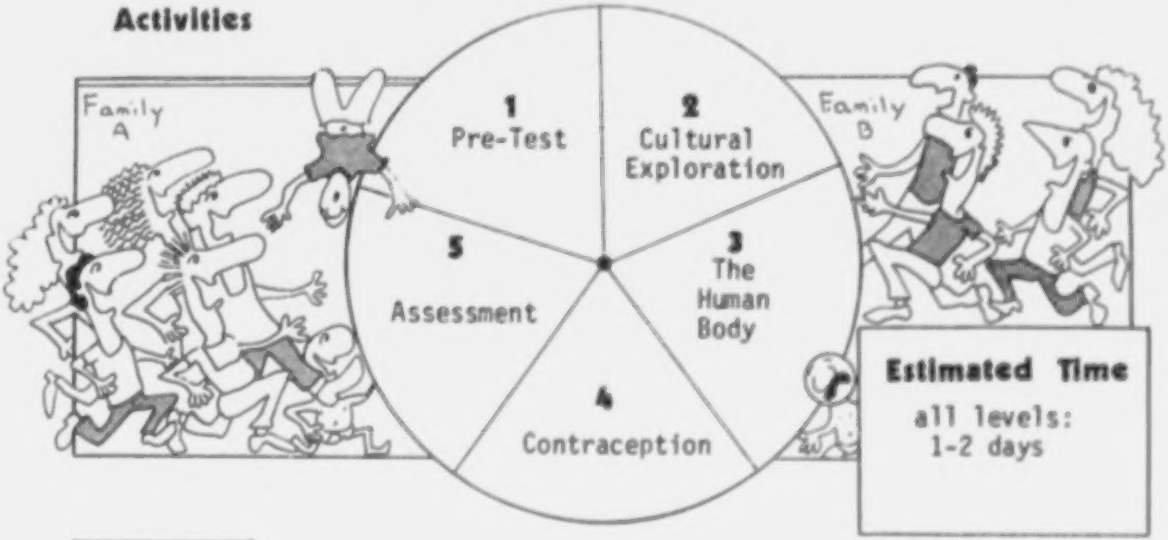
Item	Quantity	Activity
poster: couple deciding between a large and a small family*	1 per class	1
5 posters: families*	1 set per class	2
newsprint	5 pieces per class	2
posters: female and male reproductive anatomy*	1 each per class	3, 4
contraception devices	1 set per class	4
Tic-Tac-Toe game*	1 per class	5

* preparation needed before class

Language

	Vocabulary	Literacy
How many children do you have? want I have ________. want	family mother, father sister, brother daughter, son aunt, uncle grandmother, grandfather children	CLINIC PHARMACY DR. DOCTOR

Activities

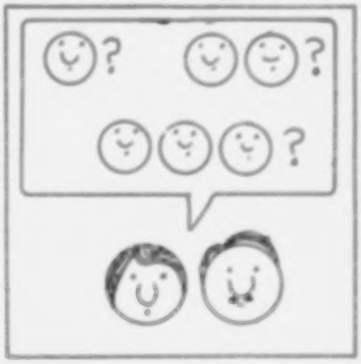


Estimated Time
all levels:
1-2 days

1 Pre-Test

Six Children or Two? Students state their concerns about family composition to determine their awareness of issues relating to family size.

- Present a poster of a couple thinking about the number of children they want. Have the students interpret the poster. Ask questions.
- Discuss the couple's possible reasons for making one choice or another. (Pretend the couple are in the students' native country and then in the U.S.). Ask if anyone has knowledge of family planning. Discuss. Do the students think family planning is a good or bad idea? (Family planning is a personal choice in the U.S.)



2 Cultural Exploration

Which Family Do You Like? Students clarify their attitudes toward family size.

- Show pictures--one at a time--of five different-sized families. Have students identify the family members in each group, record the members on newsprint and assign a family name. Post the corresponding pictures above each newsprint list.
- Ask students to decide--individually--which family is "good," which family is "happiest" and suggest why. Have them vote for the families and give one reason each for their choices.

- A follow-up discussion might focus on: 1) common motivations and considerations in the students' native country or in the U.S.; 2) surprising or unusual reasons; 3) attitudes toward the elderly as part of the family; 4) their attitudes toward a "good" number of children compared with what some in the U.S. might regard as a "good" number of children.
- Ask students how many children they have now and how many they want in the future. Have them give reasons for wanting that number.

3 The Human Body

Anatomy and Conception. Students learn about the reproductive system.

- Give a presentation about the female and male reproductive organs and how conception occurs. Use posters or wall charts (see Appendix).

4 Contraception

a Attitudes. Students state their ideas and knowledge about contraception.

- Ask if anyone has knowledge of contraception. Discuss what it is. Do the students think contraception is a good idea? A bad idea? Discuss methods of contraception students currently use, or used before. Ask about their function and safety.

b Methods. Students state advantages and disadvantages of common methods used in the U.S. and identify resources for family planning advice.

- Present a condom and foam, diaphragm, I.U.D. and a set of pills--one at a time--explaining the way each works, how to use them, possible side effects, and where and how to obtain them (see Appendix). Ask students to describe the advantages and disadvantages of each. Which would they choose, if any?
- Discuss sterilization as an option.
- Identify resources and agencies providing further information and assistance regarding family planning.

5 Assessment

Tic-Tac-Toe. Students answer questions related to contraception and family planning resources.

- Play Tic-Tac-Toe (see Techinques). Instead of numbers, place pictures and/or words in the squares.
- Prepare yes-no questions for each picture. Students choose a picture and answer the corresponding question.
  Ex: S: I choose "pharmacy."
  T: Can you get an I.U.D. here?
  S: No.

X	CLINIC	X
O	O	FAMILY PLANNING CLINIC
PHARMACY	X	O

Notes

Preparation

For the "Which Family Do You Like?" activity, vary the family compositions greatly. You might have one family with 6 children, one parent, two grandparents and an aunt, another family with 3 children and 2 parents, etc.

Posters of male and female reproductive anatomy should be large and clear.

Check with a local family planning agency for assistance in providing materials or training.

Language

It is considered impolite to ask, "Why don't you have any children?" or "Why do you only have one child?"

Sexual intercourse is often described informally as "making love," "sleeping together" or "going to bed with" someone.

Advanced Vocabulary. family planning, clinic, contraception, pill, I.U.D., condom, diaphragm, sterilization.

Advanced Structures. Do you want children? How many children do you want? How many children do you have now?

Variations

Invite a speaker from a local family planning agency to teach the anatomy, reproduction and contraception sections of this lesson.

Some activities in Lesson 23, "Family Structures" could be used in this lesson. See "Parent/Child Relationships" activities.

Appendix

poster: anatomy and terms, page 420
chart: contraceptive methods, page 421
tic-tac-toe questions, page 422

Concerns

You may want to divide your class into separate sections for women and men, married and single or young and old.

New developments in family planning technology will continue to appear. It is important to check recent publications or to check with a local family planning agency for the latest information on methods, advantages and disadvantages.

This lesson touches on issues that are sensitive and may be controversial. No effort should be made to advocate one position or another.

Bits and Pieces

1 *Family planning is deciding if and when to have children, and how many to have. Family planning is a personal choice in the U.S. It is not required in any way. There is no legal limit to the number of children people may have.*

2 *All Americans do not view family planning in the same way. Many support it--strongly. Many oppose it--strongly.*

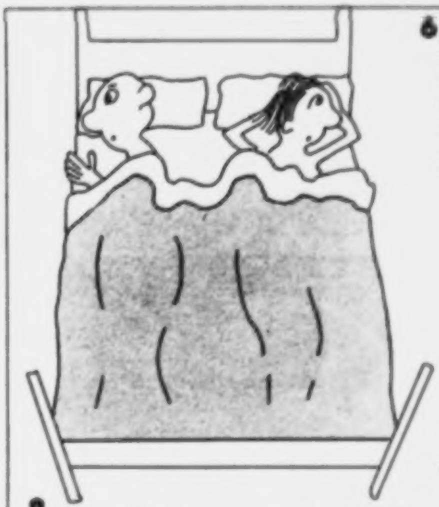
3 *Contraception methods (often called birth control) are used by people who want to avoid pregnancy. Commonly used methods include: the birth control pill, foam and condom, diaphragm, I.U.D. and rhythm method.*

The injection of Depoprovera is not available in the U.S. Withdrawal and douching are considered unreliable methods.

4 *Permanent birth control is called sterilization. A tubal ligation is for women and a vasectomy is for men. There is no evidence to suggest that sterilization decreases a person's sexual drive or performance.*

5 *Abortion is currently legal in the U.S., subject to various regulations in certain states.*

Abortion is controversial. Some people feel it is a woman's right. Others believe it should be considered only in cases of rape, incest or when a woman's life is in danger. Still others insist that it should never be considered at all.

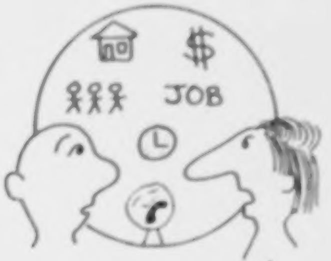


[6] *Many couples experience infertility, the inability to have children. There are medical and non-medical reasons for this. Couples often can be helped through medication and/or counseling.*

[7] *Family planning involves choice:*

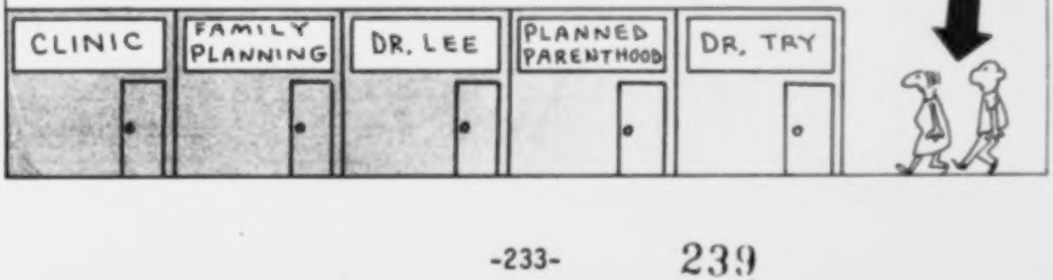
Do we?
If we do, how?

[8] *Some factors people in the U.S. may consider when they plan their families: income (How many children can I support? What kind of housing can I afford?); jobs (Who will watch the children while I work? Must I stay away from work during or after the pregnancy?); health (How will the woman's body be affected by each pregnancy and birth? How much time should pass between pregnancies?).*



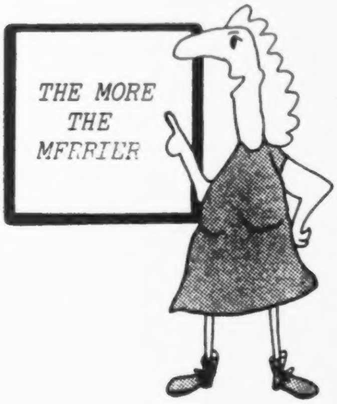
[9] *If people decide to use contraception methods, they must choose which method to use. For most people, each available method has advantages and disadvantages, so making a choice can be difficult.*

[10] *Family planning counseling, information and assistance are available from community medical clinics, private doctors, family planning clinics, some religious figures and planned parenthood societies and affiliates.*



21 Having a Family

Planning

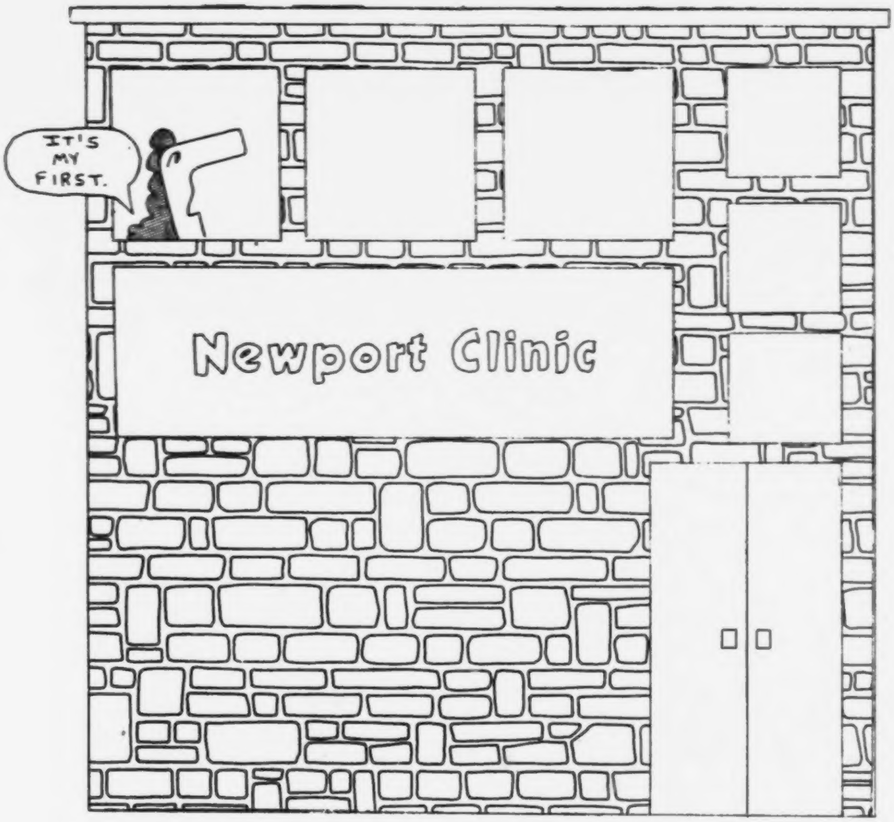

THE MORE
THE
MERRIER

Lesson 22

Pregnancy and Childbirth

"This will be my first baby born in the U.S. I hope everything goes O.K."

Women can take steps to improve their own and their baby's well-being during and after pregnancy. In this lesson, students describe common alternatives in prenatal, childbirth and infant care practices.



Objectives The students will be able:

- to identify recommended behaviors during pregnancy.
- to describe common options in childbirth practices.
- to identify recommended infant care practices.

22 Pregnancy and Childbirth

Rationale

Pregnancy and childbirth are special events. They bring about many changes in people's bodies and lives. When people are in a new cultural environment--perhaps without the advice and comfort of close family or friends--pregnancy and childbirth can become times of fear or confusion. People can help themselves understand their situation better by discovering options during and after pregnancy and making the choices appropriate for themselves.

Skills

weighing options

Materials

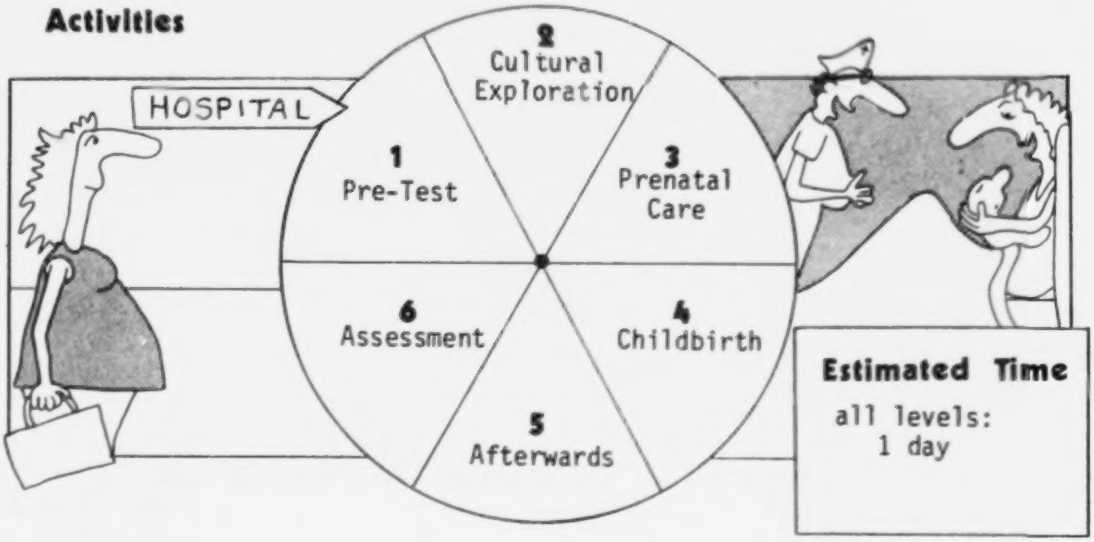
Item	Quantity	Activity
"ethnic" paper dolls*	6-10 per class	1
"American" paper dolls*	4-8 per class	1
flashcards:prenatal care*	8 per class	3
picture story:It's a boy*	1 per student	4b
posters:infant care*	4 per class	5b
diaper	1-2 per class	5b
plastic "baby" doll	1 per class	5b

* preparation needed before class

Language

	Vocabulary	Literacy
How many children do you have? I have _____ children. child. This is my first child. second third Is it a girl or a boy? It's a girl! boy!	child children girl boy first second, etc. pregnant month(s)	EMERGENCY ROOM ADMISSIONS TAXI DO DON'T

Activities


HOSPITAL
2 Cultural Exploration
1 Pre-Test
3 Prenatal Care
6 Assessment
4 Childbirth
5 Afterwards

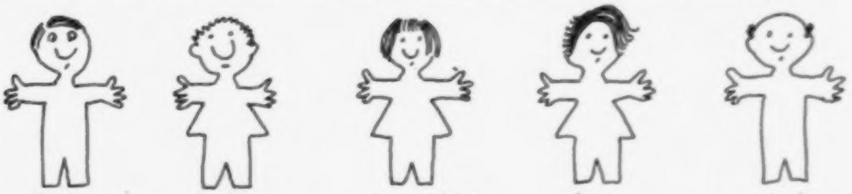
Estimated Time

all levels:
1 day

1 Pre-Test

Tradition. Students describe attitudes toward pregnancy and prenatal care in their native country and compare them to attitudes and practices in the U.S.

- Present some paper dolls designed to represent people from the students' ethnic group. Explain that these dolls represent people in a family. Have the students assign family roles to the dolls (e.g. mother, aunt, younger brother).
- Ask the following questions referring to the family above:
  - * How old would this woman have been when she got married?
  - * How old would the man have been?
  - * How soon after their marriage would the woman have wanted to become pregnant?
  - * How would she know that she was pregnant?
  - * Would she change her daily habits while she was pregnant (e.g. eat certain foods, stop working)?
- If students are from different backgrounds (rural and urban), ask each group to answer the questions above separately. Note: Check with students about the acceptance in their culture of pregnancy without being married. Change the questions accordingly.


Father
Mother
Daughter
Aunt
Uncle

- Show some new paper dolls designed to represent "Americans." Have the students assign them family roles. Repeat the previous questions focusing on this American family. Clarify issues that may be confusing:

  * The woman might have been 20 or 35 (or younger or older) when she got married. The median age is about 22.3
  * The man might have been 20 or 40 (or younger or older) when he got married. The median age is about 24.8.
  * Some couples have children right away. Others choose to wait a few years and others don't want to have any children.

2 Cultural Exploration

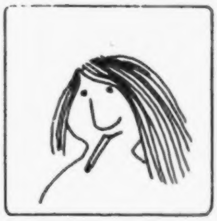
Birth. Students describe common childbirth practices in their native country.

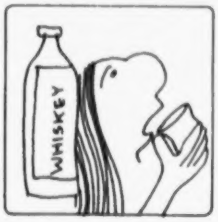
- Ask some students to role play, draw or describe a childbirth scene in their native country, depicting all the characters. Is the husband or another relative present? Does anyone help the woman during delivery? How long does the woman stay indoors after the birth? Does she eat special foods? Etc.

3 Prenatal Care

Recommended Do's and Don'ts. Students identify and/or demonstrate behaviors that are recommended to protect the health and well-being of the mother and baby during pregnancy.

- Divide the blackboard into two sections, one labelled DO and the other labelled DON'T.
- Have the students form four groups. Give each group one flashcard describing (in words or pictures) an action or behavior that would have an effect during pregnancy (e.g. smoking, drinking, getting exercise). Instruct the students to decide if their flashcard describes something recommended for people to do or not do during pregnancy. After deciding, they tape the card in the appropriate section of blackboard.





The older children help clean the house.

The husband lifts and moves packages and furniture.

- Ask each group to explain its placement of the card. Allow for disagreement, questions and discussion. Offer any relevant information.
- Repeat the activity with another set of cards. On the cards, try

to include actions that a husband or relative could take to help the mother-to-be during her pregnancy (e.g. helping with shopping, lifting things, watching other children).

- Vary this by asking students to demonstrate the behaviors described on their cards and then to explain why they should or shouldn't be practiced during pregnancy.

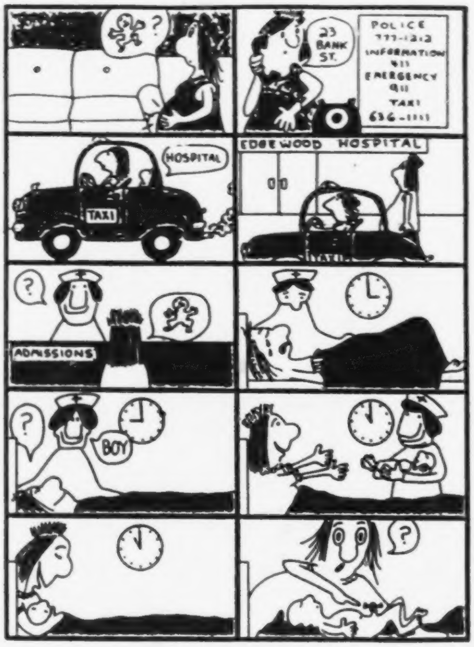
4 Childbirth

a Procedures. Students describe common options in childbirth practices.

- Explain the general procedures for childbirth in a U.S. hospital (see Appendix). Emphasize that these are general procedures, not necessarily followed by everyone. Be sure to explain some options available (e.g. home birth, medication for pain, circumcision).
- Ask comprehension questions (e.g. "In what position do women usually deliver a child in a hospital?") and interpretation/ opinion questions (e.g. "Why might some women choose to deliver their babies at home?", "Would you want your child to stay in the nursery or in your room?", "Would you like your baby to be breast-fed?").

b Picture Story. Students describe options in childbirth practices.

- Present a Picture Story (see Techniques) about the birth of a baby. In the story, a woman enters a hospital and has her baby--a son. At the end of the story, the mother is surprised to discover that her son has been "cut" or circumcised.
- Discuss the importance of letting the doctor know ahead of time whether or not you want a son to be circumcised.
- Ask the students if there are other topics that could or should be discussed with a doctor before birth.
- Allow students to express their opinions.



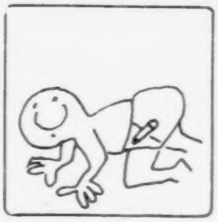
5 Afterwards

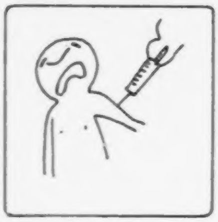
a Be Good to Yourself. Students identify practices that protect the health and well-being of the mother after delivery.

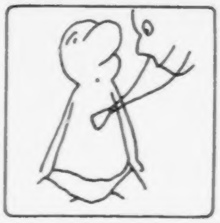
- Refer to the questions and answers discussed in the "Cultural Exploration" activity related to the woman after childbirth.
- Lead a discussion about similarities and differences between practices in the students' native country and those in the U.S., explaining the close relationship of a woman to her doctor or nurse in terms of deciding what is best for her to do.

b Be Good to Your Baby. Students describe and/or demonstrate common infant care practices.

- Present posters showing some steps in good infant care. Ask students to explain what they see in the pictures and why those practices are considered good for the chidlren.







- Place a "baby" doll on the table. Show a diaper and ask a student to demonstrate how to put the diaper on the "baby" correctly. Allow other students to practice diapering the "baby" doll.

6 Assessment

Jeopardy. Students describe common options in prenatal, childbirth and infant card practices.

- Play a Jeopardy game (see Techniques) in which students answer questions from category #1 (prenatal care), category #2 (childbirth) and category #3 (infant care). (See Appendix for sample questions.)

Pregnancy	Childbirth	Infant Care
* How often should a pregnant woman have a physical examination?	* In what position do most women deliver their babies in hospitals?	* Demonstrate how to diaper a child using the doll. When should a child wear a diaper?

Notes

Preparation

If available, find both a sample cloth diaper (and safety pins) and a disposable diaper and bring them to class.

Language

Advanced Vocabulary. circumcise, caesarean, labor, deivery, mid-wife, delivery room, hospital room, nursery, waiting room, menstruation (period), miscarriage, pre-mature, incubator, milk formula.

Advanced Structures. What should I eat? Is it O.K. to ____________ while I'm pregnant?

Variations

Take a field trip to the hospital delivery room in the refugee camp or in your town. Arrange for a tour and explanation of the facilities and procedures.

Combine classes and join with other teachers to perform a Drama (see Techniques) in which one woman (or family) follows recommended practices for good prenatal care and another does not. Have students state their observations and interpretations.

Appendix

teacher information: childbearing procedures, page 423
jeopardy questions: pregnancy, childbirth, infant care, page 424

Concerns

Women have been having babies since the beginning of time. Their traditional prenatal and childbirth practices have been followed for centuries. Some people may resent the fact that new alternatives are being offered to them. Emphasize that the practices in the U.S. are designed to maximize the health and well-being of both the mother and the baby and to minimize risks of problems during or after pregnancy. Once they are in the U.S., they will have options. By being familiar with the options, they will be able to make informed choices.

Many refugees have lost children during times of war, famine, etc. Many wish to replace the children that were lost. Some families want to have at least one child in the U.S. to give themselves a sense of security with an American citizen in the family. A healthy pregnancy and childbirth is of great concern to them.

In some cultures, talking or asking about someone's pregnancy is thought to bring bad luck to the mother or baby. Check to see if this is the case in your students' culture.

You might want to teach this lesson separately to women and men, or to single and married people.

Bits and Pieces

1 *A woman believes she is pregnant if her period does not come. She confirms this with a physical examination and test at a doctor's office or clinic.*

2 *Soon after her pregnancy is confirmed, the woman will choose a doctor and set up regular appointments for monthly check-ups. Her doctor or nurse can help her plan the best way to care for herself and her growing baby during the pregnancy.*

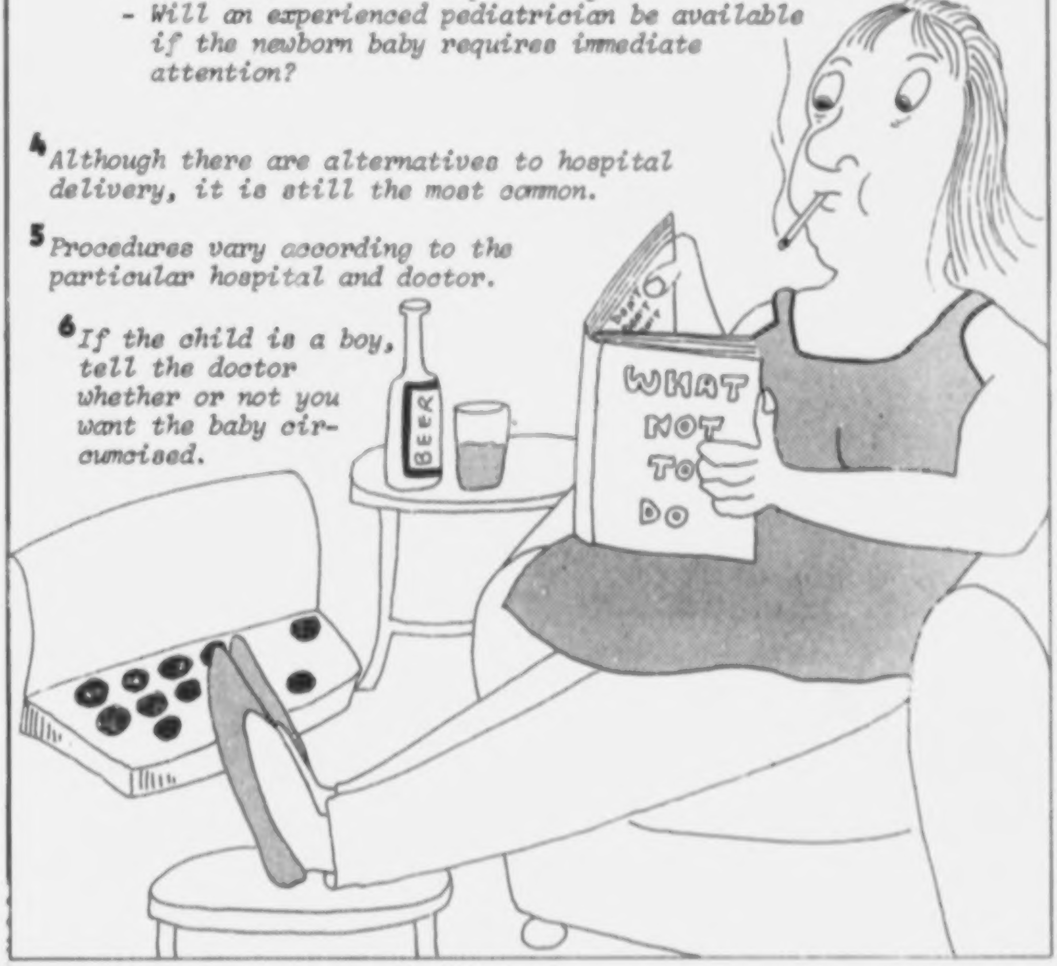
3 *Before choosing a particular doctor or hospital, check out the procedures used and find out how flexible they are in meeting your needs. Some questions you might want to ask:*

- *May my husband or relative be present in the delivery room?*
- *May I wear extra clothing to prevent getting chilled?*
- *May I request certain food and drinks after delivery?*
- *May the baby sleep in my room rather than in the nursery?*
- *Do I have to have an episiotomy?*
- *Will an experienced pediatrician be available if the newborn baby requires immediate attention?*

4 *Although there are alternatives to hospital delivery, it is still the most common.*

5 *Procedures vary according to the particular hospital and doctor.*

6 *If the child is a boy, tell the doctor whether or not you want the baby circumcised.*



7 Steps for Good Prenatal Care:

- Food for Two. What you eat affects your baby's health and growth. Eating a variety of foods is a good way to get all the nutrients you need. Drinking a lot of water helps your body use the nutrients.
- Extra Pounds. Try to gain weight slowly and steadily. Don't try to lose weight during pregnancy. If you gain a lot suddenly, see your doctor.
- Check-ups. Get check-ups every 4-6 weeks. A weekly check-up is recommended in the last month of pregnancy.
- Medical Treatment. Don't use drugs or medication without the advice of your doctor. Any drug you take goes through the placenta to the baby and may cause birth defects. A woman should let her doctor or nurse know that she is pregnant before taking any medicine or having x-rays.
- Alcohol. Excessive, regular use of alcohol during pregnancy can lead to birth defects in the baby. Keep alcohol intake as low as possible.
- Smoking. If you smoke you may have a higher risk of miscarriage or of having your baby born too small or too soon.
- Disease. If you have been near a person with an infectious disease, contact your doctor as soon as possible. Some infections that don't bother you may be damaging to your baby.
- Rest. You may continue to work and exercise during pregnancy. Be certain to get enough rest!

8 Childbirth. Most American women deliver their babies in hospitals.

9 Some hospitals offer a "birthing" room which looks like a bedroom rather than an operating room. In case of complications during labor, medical facilities are immediately available.

10 Some women choose to deliver their babies at home with a mid-wife. Trained mid-wives are certified to deliver babies and recognize complications. Mid-wives usually accept only low-risk mothers as patients. It is not illegal to deliver a baby outside of a hospital.

11 Uncertified mid-wives may not deliver babies without a doctor present in some places. Laws vary.

12 Infant Care. Many American women breast-feed their babies. They may breast-feed a few months or up to 12 - 18 months. It's up to them. Though milk "formulas" are widely available, many doctors urge women to breast-feed their babies because mother's milk is more nutritious.

13 Infants should have regular check-ups to ensure they are developing normally.

Infants need immunizations--shots or medication that guard against diseases. Health clinics offer this service free or at low cost. Doctors usually charge a regular fee.

14 All infants should wear diapers in public and at home.

Planning

THE BABY'S
A CHIP OFF
THE OLD
BLOCK

Lesson 23

Family Structures

"Mom, why are you out working when I come home from school? You used to be home every day."

Changes in cultural environment, family composition and responsibilities may cause confusion and misunderstanding between children and adults, and even among adults themselves. In this lesson, students will develop skills to help them understand and cope with changing family expectations and responsibilities.

Objectives The students will be able:

- to determine reasons for differences between their traditional family structures and American family patterns.
- to identify issues relating to a change in family patterns, including parent/child relationships, attitudes toward the elderly, husband/wife relationships, etc.
- to identify conflicts that might result from changes in family patterns and possible solutions.

23 Family Structures

Rationale

Refugees often arrive in the U.S. without their families intact. Perhaps they lost relatives during a war or natural disaster, or left them behind in their homeland. Perhaps they come to the U.S. to join family members already resettled. Even when an entire family unit arrives together, economic, social and legal circumstances may greatly change the roles and expectations of each family member from what they were before. Adjustment may be frustrating and confusing. By identifying and adapting strong points from the family structures of both the old and the new cultures, a refugee can help ease the adjustment process.

Skills

- identifying problems
- weighing options
- clarifying attitudes
- solving problems

Materials

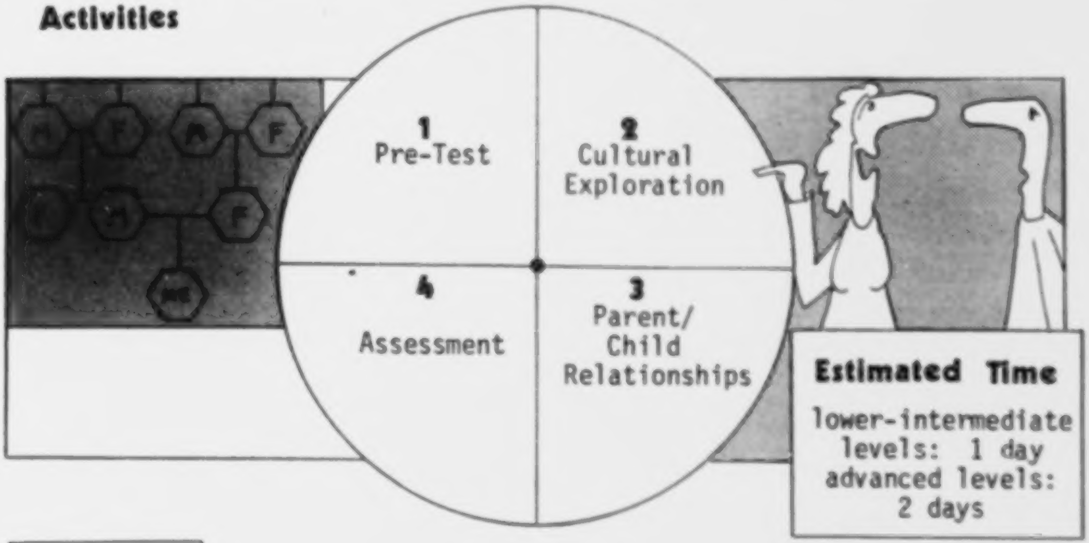
Item	Quantity	Activity
yes-no questions*	10-15 per class	1
dolls, puppets	as available	1, 3a
newsprint	as available	1-5
family tree diagram*	1 per class	2a
list (family responsibilities)*	2 per class	3a
poster: parent and child*	1 per class	3b
picture series: parent/child*	1 set per class	3b
handouts: song lyrics*	1 per student	3c
cards describing refugee families in the U.S.*	4 per class	4

* preparation needed before class

Language

	Vocabulary	Literacy
Are you married? Yes, I'm married. No, I'm not. This is my sister. Her name is _____. How many children do you have? brothers I have _________. I don't have any _______.	family children mother/father grandmother/father wife/husband daughter/son sister/brother parents aunt/uncle	(names of family members)

Activities



Estimated Time

lower-intermediate levels: 1 day
advanced levels: 2 days

1 Pre-Test

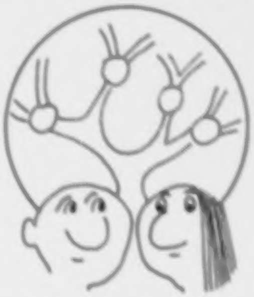
Questions. Students demonstrate their knowledge of family life in the U.S. by answering questions.

- Present yes-no questions to the class (see Appendix) using dolls, pictures or the students as models. Ask questions about family life in the U.S. (e.g. "Can all 10 of these people live together?", "Are women allowed to be housewives without working outside of the home?").
- Refer to these questions and answers throughout the lesson as resources for information about family structures in the U.S.

2 Cultural Exploration

a Family Tree. Students describe reasons for differences between their traditional family structures and those in the U.S.

- Have students use tree diagrams to draw their family structure. In pairs, students explain their family relationships to each other. Have a few students explain their trees to the class. Put a tree diagram of an American family on the blackboard next to a student's family tree. (Use the family of an American the students know, if possible.) Ask students to observe similarities and differences. Have them give reasons for the differences.



b Comparing Family Structures. Students compare their family situations in their native country and in the camp (or, in their homeland and in the U.S.) to determine the influence on their lives of the changes they identify.

- Present two charts depicting family members and common activities. On one chart, have students put a check in the column under the picture of the family member who performs each activity in their native country. Have them do the same for the camp or the U.S. on the second chart.
  - * Who lives in the house?
  - * Who earns money for the family?
  - * Who takes a job outside the house?
  - * Who buys and prepares food?
  - * Who takes care of the children?
  - * Who cleans the house?
  - * Who goes to school?
  - * Who gives advice to other family members?
  - * If the older people need special care, who takes care of them?

MONEY						
JOB						
FOOD						
KIDS						
CLEANS						
SCHOOL						

- Focus discussion on the similarities and differences of family life in each place. Ask how the differences have affected their own family relationships.

3 Parent/Child Relationships

a Responsibilities. Students compare responsibilities of parents and children in their native country and in the U.S. to determine the effect these differences may have on their lives in the U.S.

- Ask students why having children is important to them. What do they expect their children to do for them? How do they expect their children to act toward them? General areas for consideration might be:

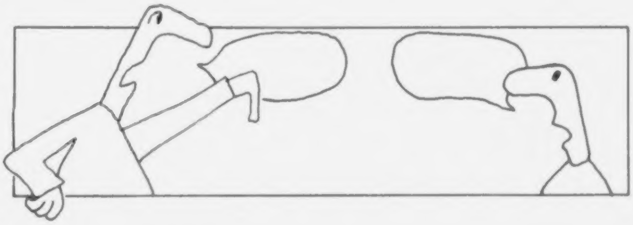
  - * education
  - * finances
  - * clothing and food
  - * guidance and advice
  - * moral attitudes
  - * child-care
  - * marriage decisions

- Present a list of possible responsibilities of children to their parents in the U.S. (see Bits and Pieces). Compare the two lists and discuss reasons for the differences.
- Repeat this activity focusing on parents' responsibilities to their children.
- Discuss how the students' children, or the students themselves, have changed since coming to the camp and how they might change in the U.S. Have the children learned the English language and American culture faster than their parents? Have the students (who are parents) learned from their children? Can they? Ask other questions about how the students feel about the changes in their lives.

b Poster Story. Students identify conflicts in parent/child relationships and possible solutions to these conflicts.

- Present a poster showing a parent and teenage child at home in the U.S. Show them clearly involved in a parent/child conflict. In lower-level classes, use a series of pictures to present the situation, step-by-step.

  In this example, the father is saying (in his native language) "You may not go to that party with your wild friends. I am your father. I make the decisions."



- Elicit the following from the students:
  - * Who are the characters?
  - * Where are they?
  - * What are they saying?
  - * How do they feel?
  - * How do you know?
  - * What are the conflicts?
- Have students discuss similar situations from their own experience. Ask students to suggest solutions to the conflicts. List the suggestions on the blackboard, then discuss the appropriateness and effectiveness of each. Decide upon the most constructive solutions.

c Song. Students explore the idea of parents and children learning from each other.

- Teach the song, Teach Your Children by Crosby, Stills and Nash (see Appendix and Techniques). Ask who the singer is singing to in each part of the song. Discuss the singer's message to parents and the message to children. A follow-up discussion might focus on if and what children and parents can learn from each other. Have students share what they might learn from their children or from their parents.

4 Assessment

Refugee Families in the U.S. Students identify the roles of refugee family members, conflicts that might arise and solutions to the conflicts.

- Have students form four groups. Distribute one situation card to each group which describes, in words or pictures, a refugee family in the U.S.
  - * Mr. and Mrs. Koy arrived in the U.S. 18 months ago. Mr. Koy has a part-time job. Mrs. Koy works full-time. Their children are 2, 8, 10, 11 and 12 years old.
  - * A is 20 years old. He, his younger brother, 2 older sisters, 2 brothers-in-law, 3 nephews, mother, aunt and uncle arrived six months ago. A goes to community college. His mother, aunt

and uncle don't have jobs. His younger brother and nephews go to school. His sisters and brothers-in-law are looking for work.

* C came to the U.S. one year ago. She has three children, 2, 4 and 5 years old. She has no other relatives in the U.S.

* D and E both have worked at a factory since they arrived 5 months ago. D works during the day and E works at night to make more money. They have 2 children who go to school during the day.

Place the following words or pictures on the blackboard.

Housing	Language
Employment	Customs/Culture
Child-rearing	Education
Household Duties	

- Have each group determine the needs of the family described on the card in the areas listed above. They can also identify problems that might arise in those areas, and discuss possible solutions.
- Ask a representative from each group to present that group's story and ideas to the class. A follow-up discussion might focus on individual problems and solutions, and on the students' feelings and opinions about them (e.g. "Who takes care of the 2-year-old?", "What language do the children speak at home?").

Notes

Preparation

Change the names in the Assessment activity to reflect refugees from your students' ethnic group.

Language

Americans call their brothers, sisters and cousins by their first names, not by titles such as "older brother" or "third sister." Parents are usually called "Mother" and "Father," "Mom" and "Dad" or, by young children, "Mommy" and "Daddy." "Momma" and "Papa" are also common.

Advanced Vocabulary. nuclear family, extended family, cousin, mother-in-law, father-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, niece, nephew.

Advanced Structures. How many people are in your family? I live alone. I live with my _____. Where is/are your _____?

Variations

Using a chart that lists age and sex, let students describe their family responsibilities at different times in their lives.

In "Comparing Family Structures," Activity 2b, have the students form small groups according to their present family situations: single men and women, single parents, married people and married people with children. Give each group a chart to complete.

Have students interview Americans, asking how many people are in their family, who works outside the house, etc.

Appendix

yes-no questions: American families, page 425
handout: song lyrics, page 400

Concerns

Changes in family composition and changes in roles are very sensitive topics for many refugees. Their experiences may have been traumatic. Talking about their families may be painful. When planning and teaching this lesson, it would be helpful to make choices based on your students' ability and desire to confront these issues.

23 Family Structures

Bits and Pieces

1 *While the average American family may consist of parents and their 2, 3 or 4 children, many families are larger or smaller.*

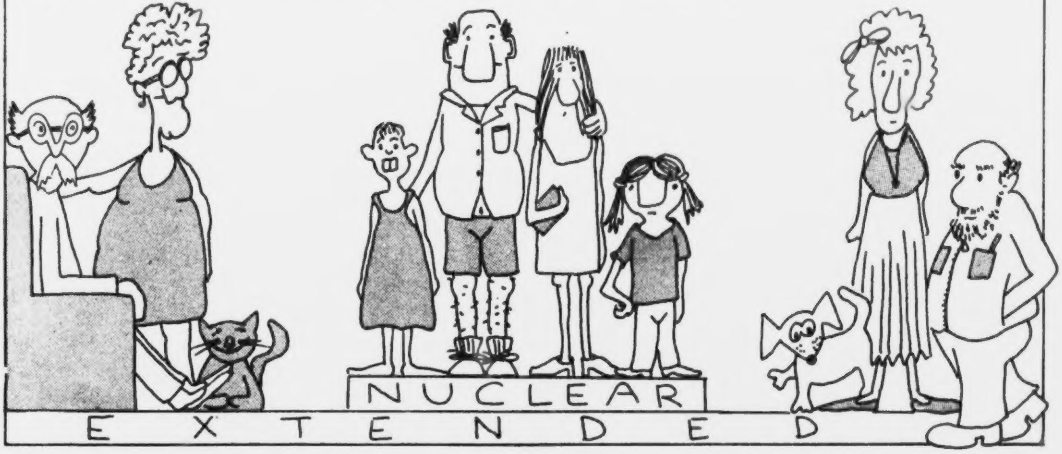
2 *A nuclear family consists of a mother, a father and their children. An extended family consists of all the above plus other close relatives, such as grandparents and aunts and uncles.*

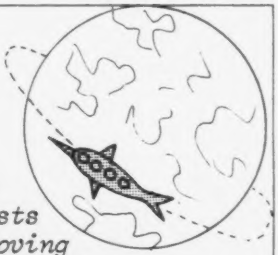
3 *Elderly people in the U.S. may live alone, if they choose. They may also live in "old-age" homes, with their children or other relatives. In many societies, elders are highly respected and are given special status in the family or the community. In such societies, it becomes the responsibility of the children to care for parents after a certain age. Because American family structures vary so greatly, and older people have many different living situations, older refugees may be frightened of being sent away from home. Parents may fear that their children will grow up and leave them all alone. Admitting these fears and openly discussing alternatives may help to lessen the fears.*

4 *Parents are responsible for enrolling their children in school, and for making sure that kids between the ages of 6 and 16 attend school regularly. They must also be sure that children receive innoculations against disease. Parents are legally responsible for having their children adequately supervised at all times. They can have their children taken away from them by the government if they leave young children home alone or leave them in the care of other young children.*

5 *Children's responsibilities to their parents may include: calling, writing or visiting regularly; providing emotional support; providing financial support.*

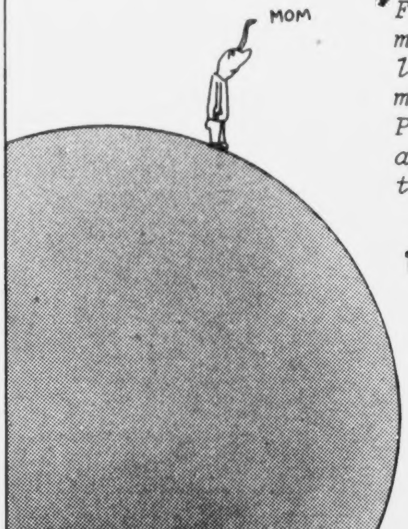
6 *It is difficult to pinpoint specific responsibilities because family patterns and expectations vary so greatly.*





7 *The role of the family may be very strong for some Americans. For others, family members may not have much influence on their lives. American society values the worth of the individual. The independence and freedom of each person is encouraged in many ways, such as support given to children to develop career interests that may be separate from others in the family. Moving from a family-based social system to an individual-based system can be a difficult task. Refugees need to discover ways to take from the "old" and from the "new" so as to maintain their dignity and pride, and to help them fit into their new society as comfortably as possible.*

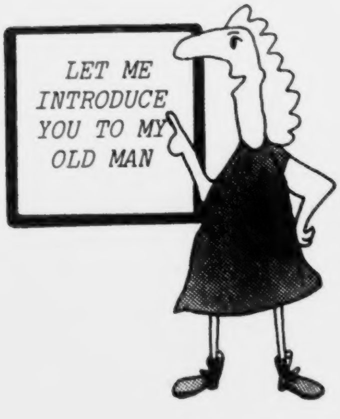
8 *Most adults in the U.S. work outside of the home. This may change the traditional roles of men and women in some families. The roles may change even more if a wife is employed and her husband is not, or if she earns more money than he does. Changes in responsibilities outside the home (working hours, money earned) relate to changes inside the home as well.*



9 *For reasons such as finding better employment, educational opportunities or a better living environment, many American families move from one city or state to another. Parents and grown children may live far apart as they seek improved living conditions for themselves.*

10 *In general, children adapt to a new cultural environment--food, language, social customs--more readily than adults. This happens in part because children are not as set in their ways as adults and are often less afraid to try something new. Conflict between parents and children may follow. Children may feel pressured to dress, act and speak like their classmates or playmates. They may be embarrassed to have their new friends see their parents' "old" ways. And, they may feel restricted by the limits their parents put on their independence. Parents, on the other hand, may feel frustrated and inadequate because they don't have the authority they used to have. Some resolution must be found.*

Planning

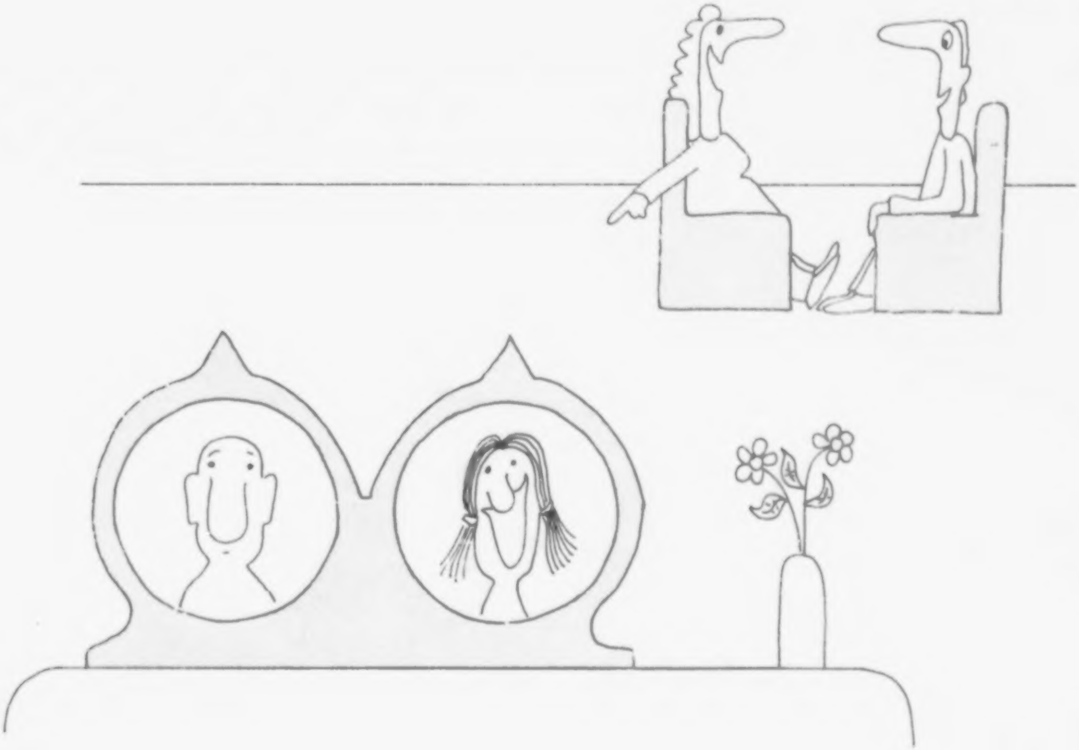

LET ME INTRODUCE YOU TO MY OLD MAN

Lesson 24

Roles of Women and Men

"Bobby wants to be a nurse when he grows up. Susie wants to be a firefighter."

Educational and occupational opportunities for women and men may be very different in the U.S. from what they were in the students' native country. In this lesson, students identify some of those differences and describe the effect of changing roles regarding education, employment and family relationships on their lives in the U.S.



Objectives The students will be able:

- to describe the effect of changing roles of women and men on education and employment opportunities.
- to describe the effect of changing roles of women and men on family relationships and responsibilities.

24 Roles of Women and Men

Rationale

Variety and choice are the keys to the diversity of lifestyles for women and men in the United States. People may be limited in their choices because of financial, familial, cultural or other restrictions, but there are still options open to them. Though traditional roles for women and men have been changing, many women still choose to marry and stay home raising the children while the men choose to support the family. By identifying various lifestyles, educational options and employment opportunities, new arrivals to the U.S. can begin to make choices which are best for them and their futures.

Skills

clarifying attitudes

weighing options

Materials

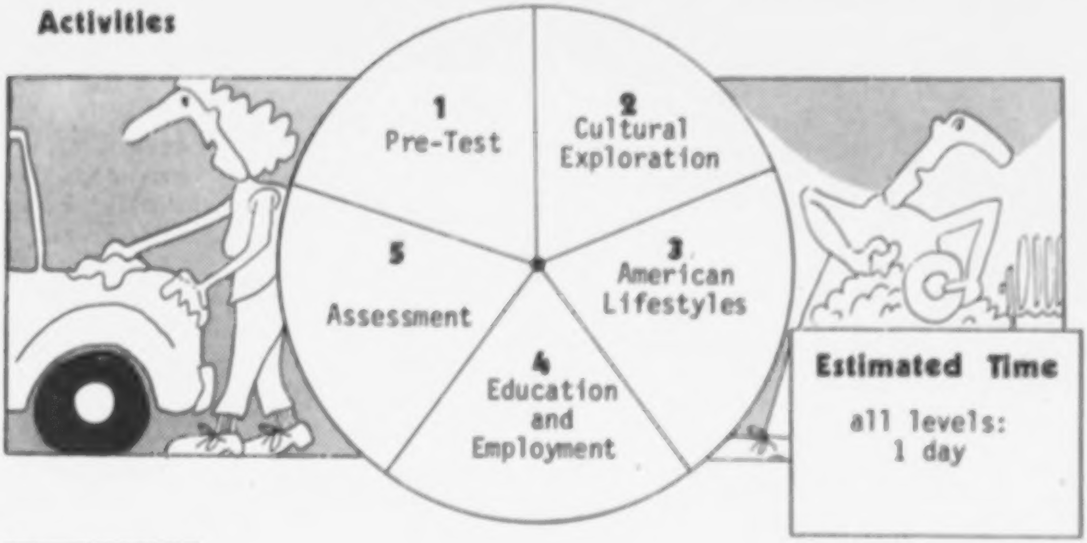
Item	Quantity	Activity
"role" cards*	1 per student	1
masking tape	1 roll per class	1
newsprint and marker	3 each per class	2
case studies: lifestyles*	6-9 per class	3a
short situations*	4-5 per class	3b
pictures: people at various occupations*	10-15 per class	4
quiz*	1 per student	5

* preparation needed before class

Language

	Vocabulary	Literacy
How are you? What's your name? What's your job? I'm fine. My name is _____. I am a _______.	woman man married single (family members)	(names of occupations) MEN WOMEN

Activities



Estimated Time

all levels:
1 day

1 Pre-Test

Roles. Students describe some roles of women and men in the U.S.

- Print the words or draw pictures to divide the blackboard into the following sections: MEN; WOMEN; WOMEN and MEN. Distribute "role" cards to the students.

  BUYING FOOD AT THE MARKET.
  DISCIPLINING THE CHILDREN.
  BEING A PROFESSIONAL FOOTBALL (OR SOCCER) PLAYER.
  BEING A MID-WIFE.
  BEING A DOCTOR.
  STUDYING AT A UNIVERSITY.
  BEING A COMBAT SOLDIER.
  CHANGING A CHILD'S DIAPERS.
  BEING A JEWELER OR SILVERSMITH.
  TAKING CARE OF THE FAMILY FINANCES.
  BEING A UNIVERSITY PROFESSOR.
  OWNING A HOUSE AND CAR.

- Have each student explain his or her card to the class and tape it in the appropriate section according to whether it describes a woman's or man's role in the U.S.--or a role for both.
- Allow students who disagree to move the cards to other sections. Lead a discussion focusing on their choices and alternative prespectives. Correct any misinformation.

2 Cultural Exploration

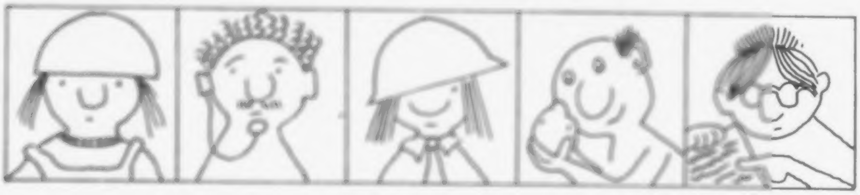
Women and Men. Students describe the effect of changing roles of women and men on family relationships and responsibilities.

- Present two charts depicting family members and common activities.

On one chart, have students put a check in the column under the picture of the family member who performs each activity in their native country. Have them do the same for the camp on the second chart.

- Who lives in the house?
- Who earns money for the family?
- Who takes a job outside the house?
- Who buys and prepares food?
- Who takes care of the children?
- Who cleans the house?
- Who goes to school?
- Who gives advice to other family members?
- If the older people need special care, who takes care of them?

- Focus discussion on the similarities and differences of family life in each place. Ask how the differences have affected their own family relationships.
- Ask how the responsibilities of women and men in the U.S. may differ from the responsibilities of women and men in their native country. Review each role checked on their charts. Ask the students where they got their ideas about American women and men. Do they think their impressions are true for all Americans?
- Focus discussion on some shifts that may occur in the students' lives as a result of possible role changes in the U.S.



3 American Lifestyles

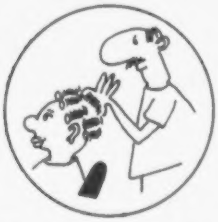
a Choices. Students describe a variety of lifestyle options.

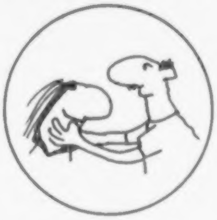
- Present Case Studies (see Techniques) of various women and men in the U.S. using puppets, picture stories or short written descriptions. (See Appendix for sample case studies.)
- For each story ask specific comprehension and interpretation questions. Ask if the same situation could take place in the students native country. Why or why not?
- Have the students choose one "lifestyle" they think would be good or possible for themselves after resettling in the U.S. Ask them to share their choices.

b It Happens Here. Students describe the effect of changing roles of women and men on family responsibilities and employment.

- Present some short situations as Role Plays or Open-Ended Stories (see Techniques). Examples:

1. Peter and Mary are unmarried and living together. Both work during the day and Mary goes to school three nights a week. On those nights, Peter always cooks dinner and washes the dishes after Mary leaves for school.
2. Brian is driving to work one day. He is late and is exceeding the speed limit. He hears a siren and sees a police car behind him. He pulls off the road. He hears a woman's voice ask, "May I see your license please?" The police officer is a woman.
3. Michael is 38 years old. He has a daughter, Amy, who is 8. Michael's wife died 3 years ago. He was very sad when she died, but feels better now. Michael cuts women's hair and makes good money. He and Amy live alone. Michael loves to cook and spends most of his weekends preparing new dishes.





- Ask if these situations would occur in their native country. Have the students explain why they think they occur in the U.S. How would they feel if they were in one of these situations?

4 Education and Employment

Comparisons. Students describe the effect of changing roles of women and men on education and employment opportunities.

- Begin by asking questions about the situation in the students' native country. Then, ask if they think the situation is the same in the U.S.

* Who receives more education, men or women?
* Who receives higher wages for work?
* What types of jobs are available for men? For women?
* Have you ever worked for a woman boss or supervisor?
* Can women (single or married) have their own businesses? Can men?
* Can women receive maternity leave from work? Can men?
* How do husbands feel if their wives work outside the home?
* How would you [a man] feel if your wife, sister or daughter found a job in the U.S. before you did? How would you [a man] feel if she earned more money than you do?

- Post pictures of people at various occupations around the room. Allow students to wander and study each picture. Ask the students to identify the sex of the person most commonly associated with each occupation in their native country, in the refugee camp and in the U.S.
- Focus discussion on the changes in opportunities for women and men in the U.S. Ask the students to describe the effects some of these changes may have on their lives. How will they react if their work supervisor is a woman? If the nurse is a man and the woman a doctor? If the auto mechanic is a woman and the day care worker is a man? How do these opportunities affect the choices they will make for their own educations or careers in the U.S.?

5 Assessment

Quiz. Students identify some rights and responsibilities of men and women in the U.S. regarding education and employment.

- Distribute the quiz to the students. Discuss the answers and the impact those answers may have on the students' lives in the U.S. Sample quiz questions about the United States:

	Answers:
1. Can women be combat soldiers?	(no)
2. Can both women and men be religious ministers and taxi drivers?	(yes)
3. Can women vote in local and national elections?	(yes)
4. Can a man legally stay home with children while his wife works?	(yes)
5. Can women apply for scholarships to study medicine or law?	(yes)
6. Do some men earn less money than their wives or sisters?	(yes)
7. Do only men pay income tax?	(no)
8. If women do not marry, can they buy property?	(yes)

Notes

Preparation

When preparing the "role" cards for the Pre-Test activity, add some drawings to make them easier for lower-level students to understand.

Language

Advanced Vocabulary. divorced, widowed, maternity leave, women's rights, discrimination.

Advanced Structures. I live alone. I live with my ________.

Variations

Use some activities from Lesson 23, "Family Structures" and Lesson 27, "Marriage and Divorce."

Appendix

case studies: lifestyles, pages 426-427

Concerns

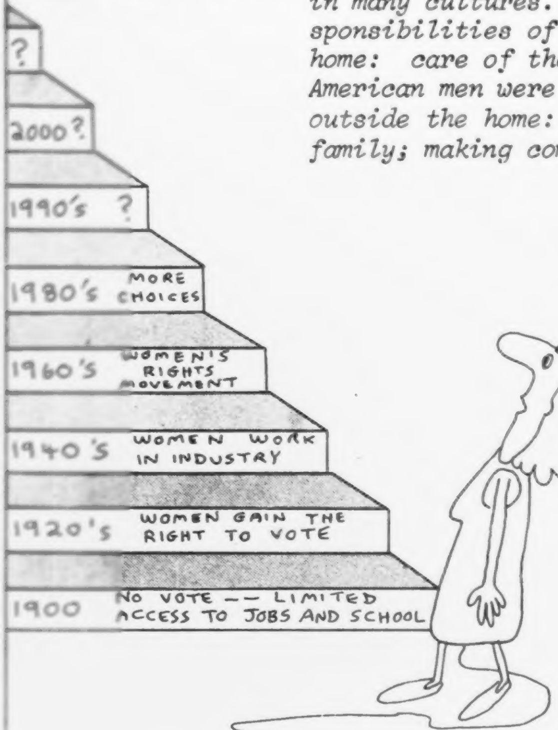
Both male and female students may feel sensitive to the issues raised in this lesson. Be sure to include both men and women in the discussions and to be accepting of all personal values expressed.

The focus of this lesson must reflect the background and experiences of your students. Many of the women students may have worked outside the home, or held jobs that are considered non-traditional for women in the U.S. Working for a living may not be a new issue to them. Balancing job, financial and family demands in a new environment, without the traditional family or cultural support system will be the big challenge.

24 Roles of Women and Men

Bits and Pieces

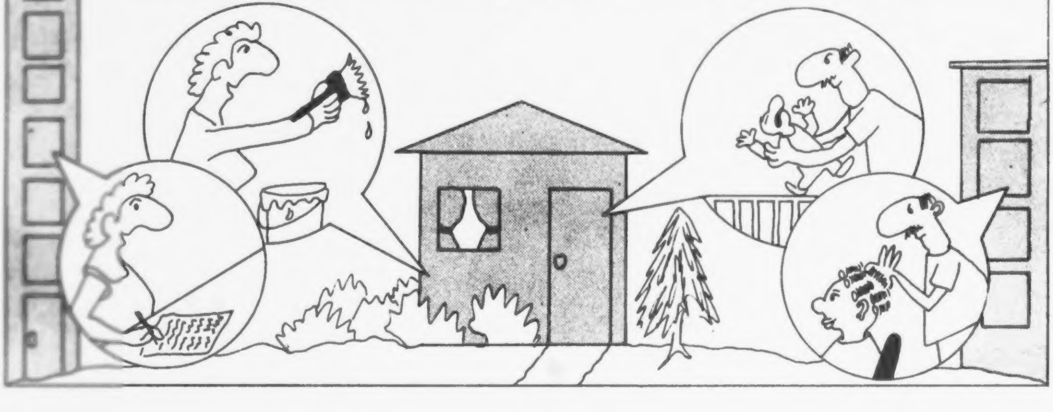
1 *Roles for women and men have been very prescribed in many cultures. Traditionally, the major responsibilities of American women rested in the home: care of the house, children and husband. American men were expected to concentrate on tasks outside the home: earning money to support the family; making community or political decisions.*

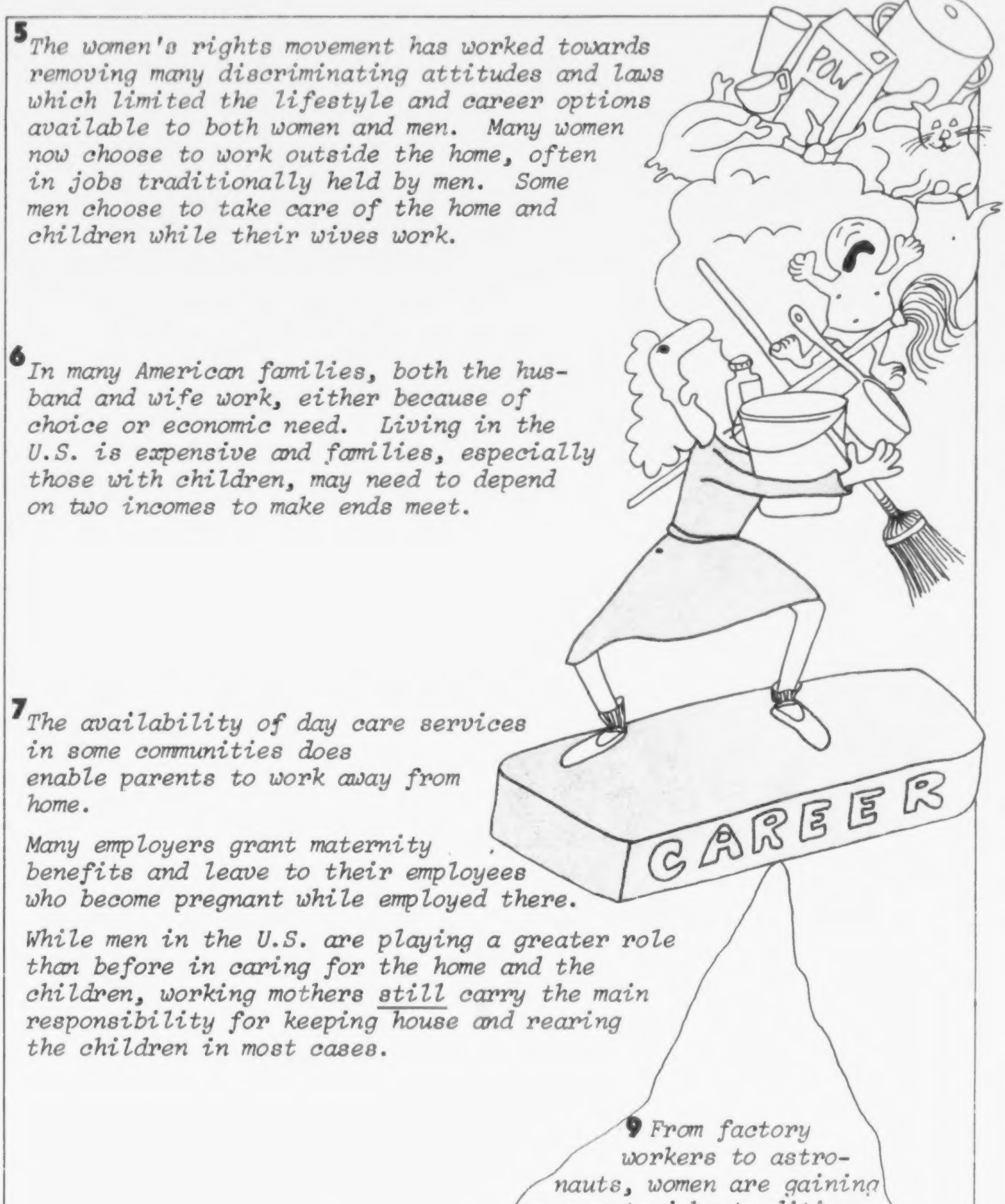

?
2000?
1990's ?
1980's MORE CHOICES
1960's WOMEN'S RIGHTS MOVEMENT
1940's WOMEN WORK IN INDUSTRY
1920's WOMEN GAIN THE RIGHT TO VOTE
1900 NO VOTE -- LIMITED ACCESS TO JOBS AND SCHOOL

2 *In the early 1900's, women did not have the right to vote and were excluded from certain occupations and professional schools because of their sex. In the 1920's, women worked to gain, and won, the right to vote. During World War II, many men went overseas to fight and women began to take jobs outside the home in war-related and other industries.*

3 *Over time, the traditional roles of men and women have relaxed somewhat. During the 1960's and 1970's, many people in the United States began to question traditional lifestyle patterns. They realized there were a variety of options available. (This was especially true for women, as men have traditionally had more choices about the way they live.)*

4 *Most American women between the ages of 25 and 44 are employed outside the home, including married women with children.*





5 *The women's rights movement has worked towards removing many discriminating attitudes and laws which limited the lifestyle and career options available to both women and men. Many women now choose to work outside the home, often in jobs traditionally held by men. Some men choose to take care of the home and children while their wives work.*

6 *In many American families, both the husband and wife work, either because of choice or economic need. Living in the U.S. is expensive and families, especially those with children, may need to depend on two incomes to make ends meet.*

7 *The availability of day care services in some communities does enable parents to work away from home.*

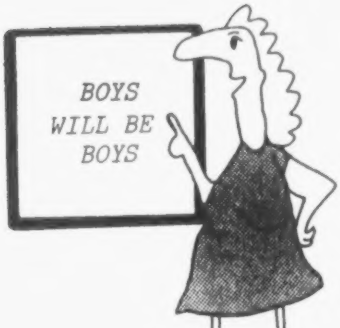
Many employers grant maternity benefits and leave to their employees who become pregnant while employed there.

While men in the U.S. are playing a greater role than before in caring for the home and the children, working mothers still carry the main responsibility for keeping house and rearing the children in most cases.

9 *From factory workers to astronauts, women are gaining access to jobs traditionally thought of as being for men. Yet, discrimination still exists and women are often not represented in equal numbers in many fields.*

8 *Women who get married do so at a later age and have fewer children than women in previous generations.*

Planning

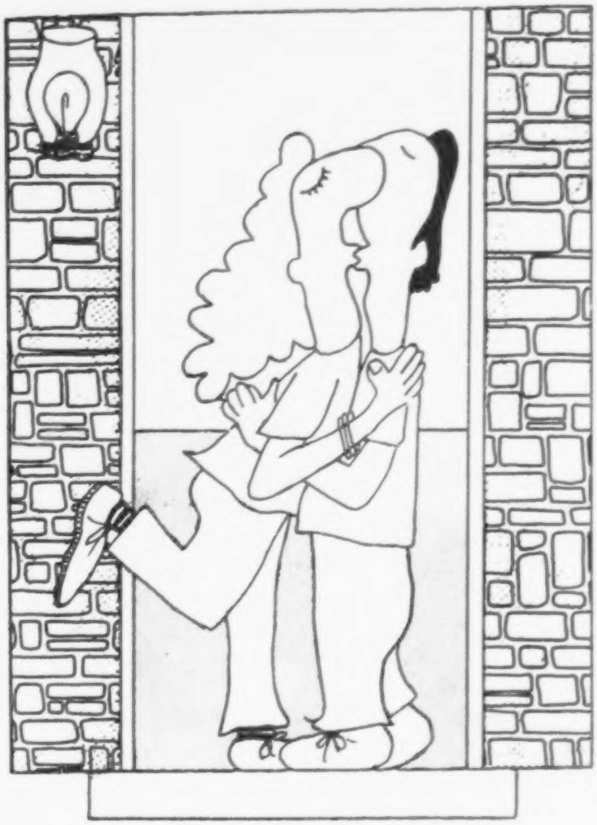

BOYS
WILL BE
BOYS

Lesson 25

Relationships

"Would you like to go to the movies tonight?"

Refugees will want to make American friends at work, at school or in their neighborhoods. In this lesson, students discuss differing attitudes and customs regarding personal relationships and name specific ways to try to make new friends.



Objectives The students will be able:

- to describe the possible effects changing attitudes and customs will have on their personal relationship in the U.S.
- to set realistic goals in terms of making new friends.
- to identify and suggest solutions to a parent/child conflict.

25 Relationships

Rationale

Establishing and maintaining personal relationships can be a long-term process in any setting. In a new cultural environment, it can be especially challenging. By being able to identify needs and realistic expectations concerning personal relationships, and finding ways to meet those needs, people prepare themselves for developing friendships in the U.S.

Skills

- clarifying attitudes
- identifying problems
- solving problems
- observing
- assessing needs
- setting goals

Materials

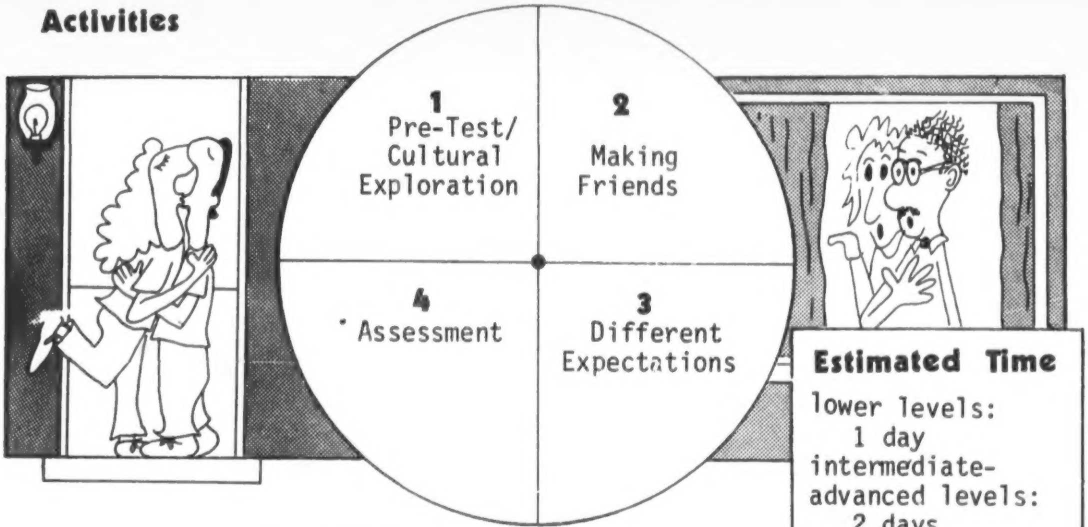
Item	Quantity	Activity
picture story: Just Friends*	1 per student	1
newsprint	4-5 per class	2a
felt marker	4-5 per class	2a
pictures: Americans*	8-10 per class	2b
picture story: The Movie*	1 per student	3a
picture story: The Parade*	1 per student	3b
puppets	4 per class	3c
valuation situation*	3-5 per class	4

* preparation needed before class

Language

	Vocabulary	Literacy
Hello. What's your name? What's your job? Where are you from? My name is ____________. I am a ________. I am from ______.	friend girlfriend boyfriend (family members) date	(sight words from the picture stories)

Activities



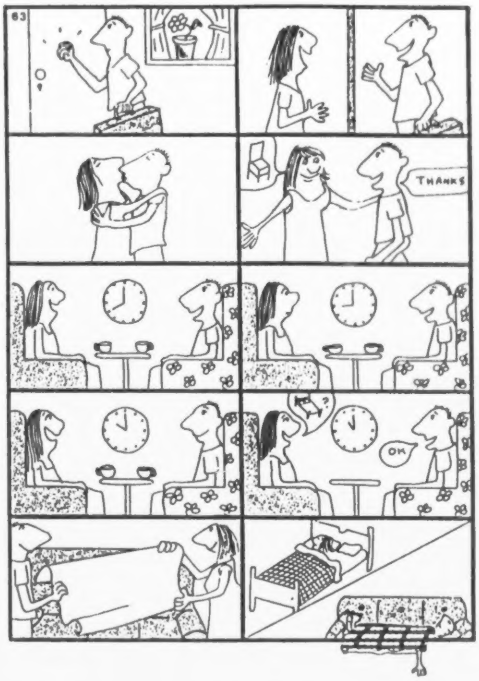
Estimated Time

lower levels:
1 day
intermediate-
advanced levels:
2 days

1 Pre-Test/Cultural Exploration

Picture Story I. Students compare attitudes and customs regarding personal relationships in their native country and the U.S.

- Present a Picture Story (see Techniques) about a man visiting a woman who lives alone. They kiss upon meeting. It's late when he's ready to leave, so the woman invities him to spend the night at her home. He sleeps in the living room.



- Focus the follow-up questions on the relationship between these two characters in each frame. Who are they (friends, relatives, lovers, a married couple)? How well do they know each other? How do you know?
- Ask students to identify similarities and differences in attitudes and customs regarding personal relationships in their native country and in the U.S. Which actions in this story might not be acceptable in their native country? Why not? What would these actions (e.g. kissing, spending the night) mean to people in their culture? What behavior from the story might be the same in their native country?

2 Making Friends

a Why and How. Students explain reasons for wanting to have American friends and name ways to try to make new friends.

- Ask the students, "Do you want a friend in America? Why?" List suggestions on the blackboard. Some possible responses:

  An American will help me with my English.
  An American will help me get a job.

- Ask the students, "What are you going to do to get your friend?" "What are you going to give your friend in return?"
- Have the students form three or four groups. Instruct them to discuss the above questions and list their suggestions on newsprint.
- Have one person from each group report to the class, referring to the newsprint. Review the lists with the students and cross out anything that does not involve doing or giving. If this eliminates most of their suggestions, offer some examples.

b Choose a Friend. Students practice interacting with an "American" in simulated situations.

- Post magazine pictures or photographs of a variety of Americans (e.g. different ethnic groups, ages, styles of clothing, sexes) around the room. Give students a few minutes to examine the people in the pictures, and choose which they would like to have as a friend. Instruct them to choose just one and write down four things they will do to try to make friends with that person.
- Have individual students share their lists with the rest of the class.
- Allow comments and questions from other students to help eliminate unrealistic or inappropriate "plans."
- Recruit volunteers to Role Play (see Techniques) some of the suggestions. Act as the American. Respond to the students in different ways (e.g. pleased, annoyed, indifferent). Ask individual students how they felt in each situation. Would they try again to make friends with someone who wasn't responsive?

3 Different Expectations

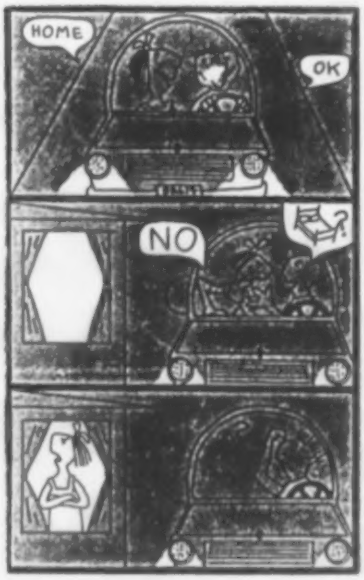
a Dating. Students identify solutions to a parent/child conflict.

- Present a Puppet Show (see Techniques) to model a mother, father, a 15-year-old daughter and her male friend. Set the scene in a refugee family's house one year after arrival in the U.S. The daughter receives a phone call from a male friend asking her to go to a movie. She asks her parents for permission. They discuss "these difficult new ways" and insist on meeting the boy first. They think their daughter is too young to be alone with a boy. (The ending is open.)
- Follow-up questions might focus on the girl's feeling at each point in the story, the parents' feelings and expectations and

the boy's feelings. How would the students feel or act if they were one of these characters? Ask students to identify the conflict(s) and suggest possible solutions. List their suggestions and review each one, underlining those that are realistic.

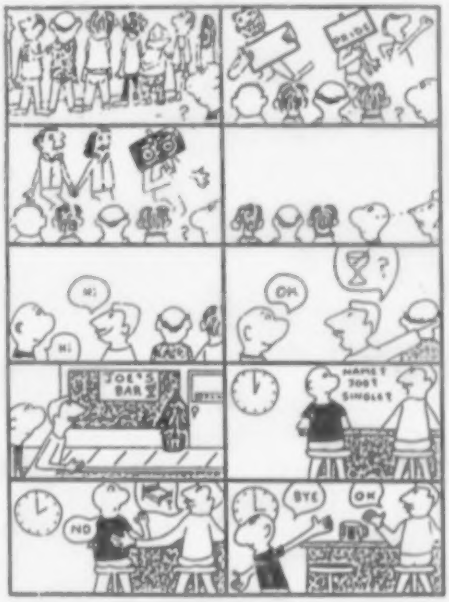
b Picture Story II. Students describe possible effects of changing attitudes and customs on their personal relationships.

- Present a Picture Story (see Techniques) about a woman and man who go out for a date and misunderstand each other's intentions.
- Ask the female students to interpret the story. How would they react in this situation? Ask the men to interpret the story. How would they feel?
- Present the following questions for discussion:
    - * Is it alright to say "no" or is it impolite?
    - * Would the woman's reaction be different in the students' native country or the U.S.?
    - * Would the man's actions be different? Would this situation arise in the students' native country? Why might it arise in the U.S.?



c Picture Story III. Students describe possible effects of changing attitudes and customs concerning personal relationships.

- Present a Picture Story (see Techniques) in which a man sees people watching a parade. He joins them and agrees to go for a drink with a man he doesn't know is gay. When asked to spend the night with him, he says no and leaves.
- Ask the following questions:
    - * How would you respond in this situation?
    - * Do you hold hands with friends of the same sex in your country? How do you show friendship?
    - * How might Americans react to you holding hands?
    - * In your country, might strangers meet at a public event and leave together to have a drink or a meal?



4 Assessment

Making Choices. Students make choices about situations and examine the reasons behind their choices.

- Conduct a Valuation activity (see Techniques) in which students select the most appropriate behavior or response in given situations. Have students discuss the possible consequences of each suggestion.
- Sample situations and suggested answers:

* You have a job in a factory. One of your American co-workers is handsome. He's friendly to you every day. You...

a) tell your parents you will marry him soon.
b) avoid him because others might think you are lovers.
c) ask him to marry you.
d) enjoy the growing friendship.

D: It is common for people to be friendly at work without it becoming a deeper relationship. Marriage is usually considered by both people after they have known each other for some time.

* You are new in school. Your classmates play soccer after school. You love to play soccer, but they haven't asked you to join them. You...

a) feel they are rude not to invite you to play and decide not to talk with them.
b) practice basketball alone in the neighborhood park, hoping they will include you during basketball season.
c) tell them you would like to play soccer with them and ask if that's OK.
d) report them to your teacher or school principal for bad behavior.

C: People are often so busy they fail to notice the needs of newcomers. They're probably not being intentionally rude. Making friends or taking part in activities requires action in the U.S. Waiting around hoping to be included may leave you disappointed.

* Your sponsors invite you and your family to dinner at their house. When you arrive, they hug and kiss you. You...

a) feel uncomfortable and embarrassed but smile and, when you're alone with your sponsors, explain how you feel.
b) enjoy it and hug and kiss them in return.
c) feel insulted and leave the house before eating dinner.
d) feel uncomfortable, stay for dinner but decide not to accept any more invitations to your sponsor's house.

A or B: "Walking out" or deciding not to visit again doesn't give people a chance to explain, apoligize or make changes. A hug and a kiss on the cheek can show caring and friendship; they don't have to mean anything more than that in this circumstance.

Notes

Preparation

For the Assessment activity, prepare questions and answers that relate to your students' circumstances. For example, those who plan to study might prefer questions related to interacting with classmates or teachers. Those with children might want to consider parent/child conflicts regarding personal relationships.

Language

See Lesson 26, "Neighbors," for language related to making, accepting and rejecting invitations.

Advanced Vocabulary. shy, embarrassed, nervous, movie, dinner.

Advanced Structures. "Would you like to go to (a movie) with me?" "Do you have any time to help me with my English?"

Variations

In advanced classes, assign students a Journal topic (see Techniques): How to Find the Perfect Mate or "Dating" in My Country.

Present Picture Story I in 5 strips--one at a time, asking the questions after each strip is presented.

Present a role play of Picture Story II.

Concerns

With limited language ability and basic survival needs to consider, refugees may feel unable to take steps to try to make friends during their initial resettlement. Encourage students to copy and keep their lists of ways to establish friendships and refer to them whenever they feel ready in the U.S. Remind students that making an effort to talk to people can help them through their initial resettlement and, perhaps, through their feelings of culture shock as well.

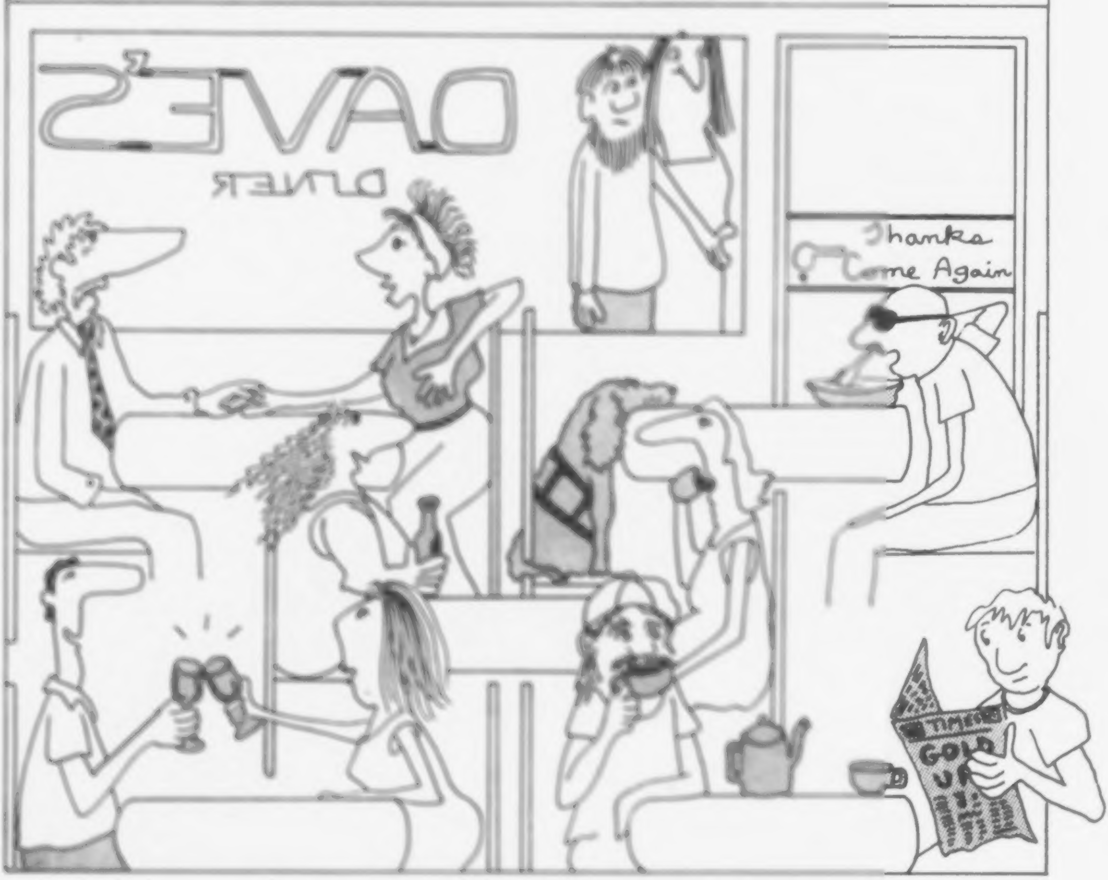
Bits and Pieces

[1]*The Individual.* Americans place great emphasis on individual freedom. In the U.S., people are free to make the friends and develop the relationships they choose.

In some cultures, the primary responsibility of individual family members is to enhance the family as a whole, socially or economically, or to bring honor to the family name. This is not the case in the U.S.; the reverse is often true.

A major focus of the American family is considered to be the development of each family member as an individual. Families may sometimes be very concerned about their children's relationships with other people, wanting to be sure that the relationships are in the children's best interests. Other times, families do not become involved at all, believing that the children are capable of making their own judgments about the relationships they choose to establish.

Refugees will be confronted and perhaps surrounded with the American ideas and practices regarding personal relationships. Conflicts may arise if, for instance, a child adopts some of the American perspectives and behaviors and parents retain their traditional outlook and expectations, and the two are very different.



2 *Making Friends*. *Refugees who have only had contact with Americans in the refugee camps may be surprised to find that all Americans are not sympathetic, interested in their problems or friendly. Some refugees go to the U.S. with the idea that they are guests and they must wait for the hosts to approach them. The fact that they may have to actively seek friendship with Americans and may be rejected will be a new idea for many refugees to consider.*

3 *Invite, Ask and Offer*.

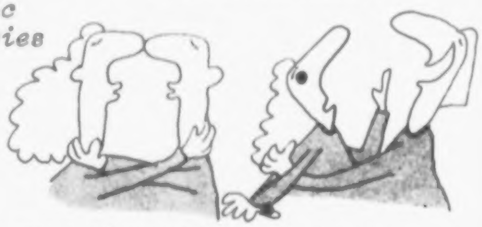
Invite co-workers, classmates, neighbors:

- *to a party*
- *to dinner*
- *to lunch*
- *to watch TV*
- *to an ethnic holiday or celebration*
- *to look at photos*
- *to go shopping*
  - *bowling*
  - *play pool*
  - *play soccer*
  - *play basketball*
  - *swimming*
  - *on a picnic*
  - *to the movies*

Ask someone if he/she has the time:

- *to teach you how to cook certain foods*
- *to teach you how to play basketball*
- *to help you with your English homework*

Offer:
- *to babysit*
- *to teach one of the crafts or games you know.*



4 *Women and Men*

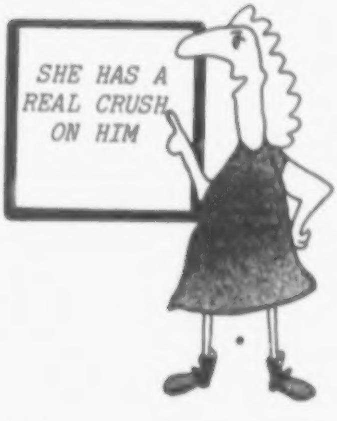
- *Women and men touch in public much more than women and women or men and men. If two men are holding hands, other people may think they are homosexuals.*
- *Americans kiss each other as a greeting between close friends. Women kiss women, men and women kiss, but men do not kiss men.*
- *Hugging is also a way of showing affection. Again, men do not usually hug other men. They shake hands.*

Girls and boys may start dating (getting close to one another, spending time alone together) as early as 14 or 15 years old, and some much later. Often, teenagers go out socially (to the movies, to dinner) in groups, not in couples.

Americans have close friends of both sexes. A man and a woman might spend a lot of time alone together and be "just friends." It is not assumed that they are girlfriend and boyfriend simply because they spend a lot of time together.

When a woman and a man (co-workers, classmates, neighbors, acquaintances) decide to go out (for a movie, to lunch or dinner or to a museum, etc.), it does not necessarily mean that they want to be more than friends. It is not appropriate for either of them to assume that the other expects a physical relationship, too.

Planning

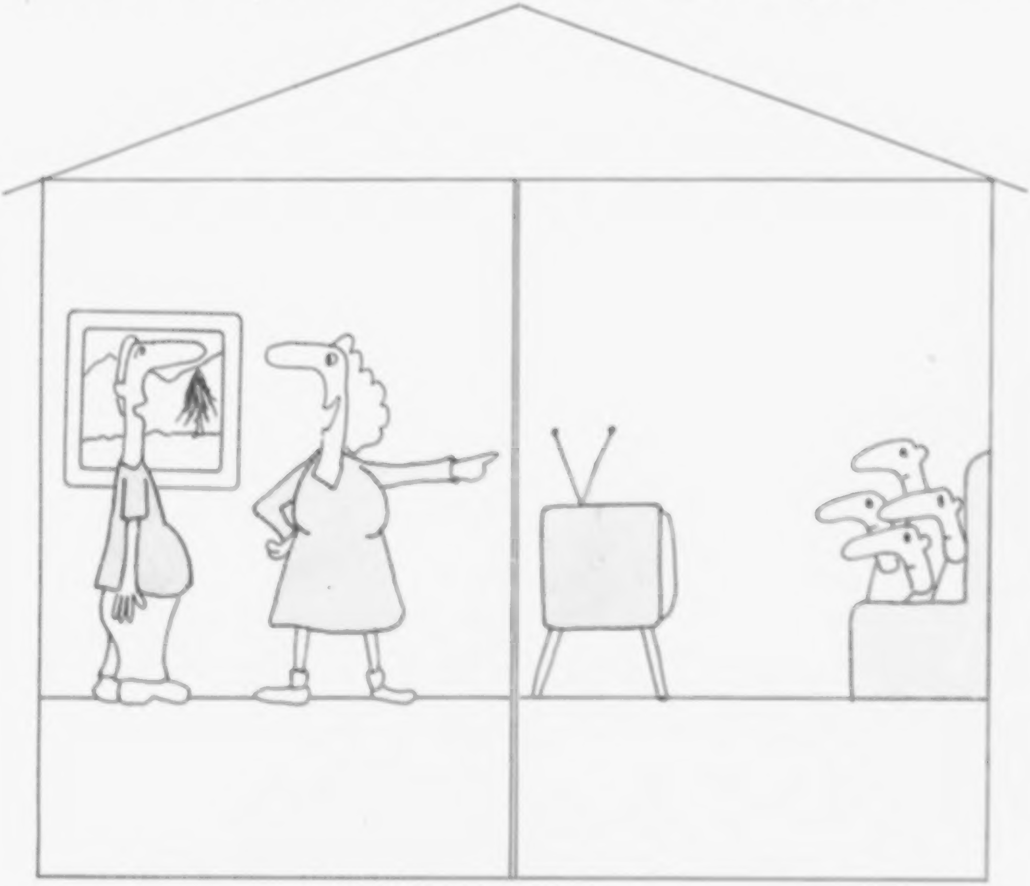

SHE HAS A
REAL CRUSH
ON HIM

Lesson 26

Neighbors

"The new neighbors just moved in. Should we go over and say hello?"

In a new society, it can be difficult to figure out what is appropriate or expected behavior among neighbors. In this lesson, students identify elements that may affect neighborhood expectations and relationships and state means of developing good relations with their neighbors.



Objectives The students will be able:

- to identify factors that may influence neighbors' relationships with one another.
- to describe the possible effects of changing attitudes and customs on neighborhood relations in the U.S.
- to name specific ways to try to establish good relationships with neighbors.

26 Neighbors

Rationale

Refugees are often resettled in neighborhoods in the U.S. with relatives or friends nearby. During their initial resettlement they may choose to surround themselves with the people and culture they know rather than venture out. They may expect neighbors they do not know to make an effort to meet and help them, and are disappointed when they find that doesn't happen. By formulating realistic expectations of their neighbors, people can begin to feel more comfortable and confident taking steps to establish good "neighborly" relationships.

Skills

observing
assessing needs
weighing options
identifying problems
solving problems
setting goals
communicating in English

Materials

Item	Quantity	Activity
newsprint	6-8 per class	2, 3b
felt marker	6-8 per class	2, 3b
poster: neighborhood*	3 per class	3a
handout: neighbors*	1 per student	3c
open-ended story: party	2 per class	4
handout: invitation*	1 per student	4
letters from refugees*	2-3 per class	5

* preparation needed before class

Language

Hello. My name is _____.
How do you do?
My name is _______.
This is my family.

Nice to meet you (all).
Nice to see you again.
How's your daughter?
Fine, thank you.

Vocabulary

(family members)

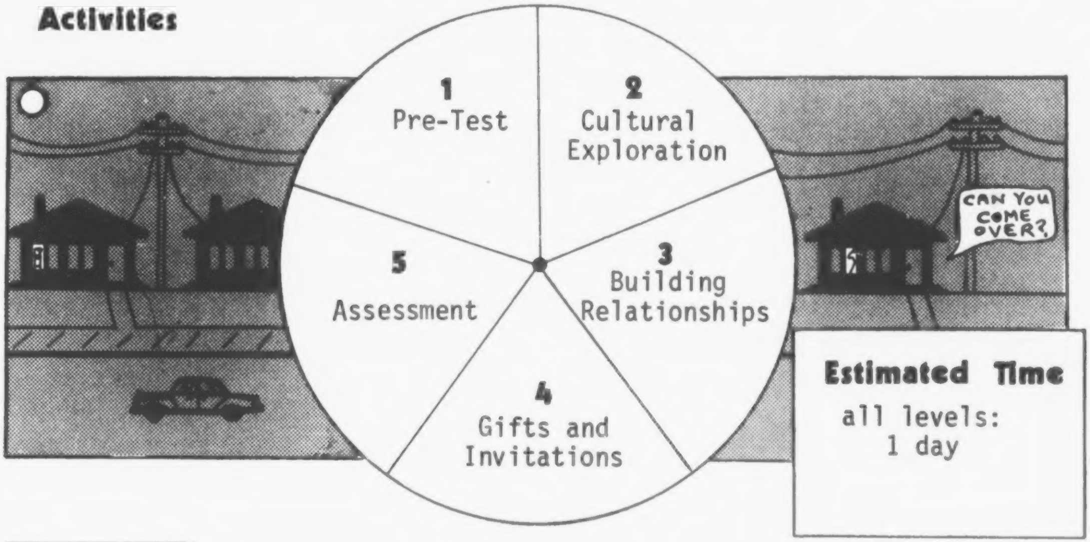
_______ party
tonight
tomorrow
on Saturday

(days of the week)

Literacy

PARTY
DINNER
(times)
(dates)
B.Y.O.B.
R.S.V.P.

Activities



Estimated Time
all levels:
1 day

1 Pre-Test

Quiz. Students answer questions about American neighborhoods.

- Ask the following questions:
  - * Is it recommended to lock your doors day and night? (yes)
  - * Can landlords legally choose to rent to only one ethnic group in a certain neighborhood? (no)
  - * In apartment buildings in large cities, do most occupants usually know each other's names? (no)
  - * Do neighbors sometimes borrow household items from each other? (yes)
  - * Are neighbors always expected to greet each other when they pass in the hall or on the street? (no)
  - * If your neighbors have an outdoor party, and they don't invite you, is it appropriate to just "drop in" for awhile? (no)

2 Cultural Exploration

The Way It Was. Students describe expectations of their "neighbors" in their native country.

- Have the students form groups based on the kind of neighborhood in which they lived in their native country (e.g. village, small town, urban).
- Distribute newsprint and markers to each group. Ask them to draw their type of neighborhood including some "neighbors" in the picture. While they are planning and drawing, ask them to keep in mind the following questions:
  - * Who in your neighborhood did you see every day? When or why?
  - * Did you have friends your own age in your neighborhood? Did your children?

  - * How far did you live from the nearest family? Were they related to you? Were they from your ethnic group?
  - * Did people usually keep their doors open or closed during the day? Locked or unlocked?
  - * In what situations might you ask your neighbors for help?
  - * In what situations might you offer to help your neighbors?
  - * If there are different seasons in your country, would your answers to these questions be different?

- When they have completed their drawings, ask the groups to present and explain their pictures, focusing on answers to the questions.

3 Building Relationships

a The Neighborhood. Students identify factors that may influence relationships with one another in a neighborhood.

- Keep the drawings from the Cultural Exploration activity posted as a reference. Refer to the pictures and ask students if they think neighborhoods and neighbor relationships are the same in the U.S. What might be the same? What might be different?

- Show three posters of neighborhoods--with descriptions of the ethnic groups, occupations, relationships and geopraphical setting of each. (See Appendix for sample pictures.) Give the students time to examine the posters and descriptions.

- Lead a discussion on the relationships among the neighbors in each setting. Why do the neighbors relate to each other the way they do? What factors influence the relationships?

- Ask students to compare and contrast the three neighborhoods. Remind them every neighborhood is unique, with a variety of people and circumstances. These are just a few of the many possibilities.

b Neighbors as Friends I. Students name specific ways to try to establish good relationships with neighbors.

- Ask the students if they would like to make friends with their neighbors (Americans and others). Ask them why. List their responses on the blackboard.

- Have the students form groups. Distribute newsprint and a marker to each group. Ask them to consider the following questions and record their answers.

  - * What are you going to give/do for your neighbor?
  - * What are you going to do to make a friend?

- Have students post their answers and report back to the whole class.

- Review each suggestion and eliminate anything that does not involve doing or giving--anything that is not active. If this elimiates most of the suggestions on the lists, offer some others.

c Neighbors as Friends II. Students describe and demonstrate ways to try to make friends with their neighbors.

- Draw a diagram of a "sample" neighborhood on the blackboard.
- Distribute a handout of the same diagram (see Appendix). Instruct the students to put names or draw family members in "their" house on the handout. They must choose one of the neighbors they would like to have as their friend and write 4 things they are going to do to be friends with that person. Students work individually and then share their ideas with the class.
- Ask for volunteers to perform one of their suggestions ("Can you come to dinner Saturday?" "Would you like to come in and meet my family?" "Can I help you take out the trash? It looks heavy."). You act as the neighbor. Accept some of the invitations or suggestions. With others, be indifferent or hostile.
- Ask the following questions:
    - * When I said "that" how did you feel?
    - * If an American does "that" to you in America what would you do?
    - * Was the person hostile or indifferent?
    - * Would you try another way to be friends with the person?
    - * Why/why not?
- Be sure to remind students that although some people may be indifferent or hostile to their offer of friendship, not all people will be that way. If they try some of the suggestions they come up with in this and the previous activity, they will most likely find a friend.

4 Gifts and Invitations

A Party. Students describe the possible effects of changing attitudes and customs on neighborhood relations in the U.S.

- Present two Open-Ended Stories (see Techniques) about refugees.
- Distribute a copy of the invitation that S received (see Appendix). Ask students to explain it and then read this story:

> S has been in the U.S. eight months. He lives with his seven-year-old daughter. One day, the parents of his daughter's friend invited him to a dinner party at their house. They live down the street from him. He received an invitation (Aug. 8, BYOB) and decided to go. On the evening of the party, S arrived at the neighbors' house at the scheduled time. The neighbors were surprised and happy to see him. "We didn't know if you would come," they said. S felt a little uncomfortable. "They invited me, so I'm here. Why should they be surprised?," he thought. Many guests were in the living room when he entered. Some were drinking wine; some were drinking beer or juice. When he asked somebody where he could get a drink, the person looked surprised and said, "Didn't you bring anything?" S was confused again. "Why should I bring a drink to someone else's party? I'll never understand Americans," he thought.

- * How did S find out about the party?
- * At what points did S feel confused? Why? How could he have avoided these confusions?
- * Will S go to another American party again? Why/why not?

K and P have been in the U.S. three months. Their neighbors invited them to dinner at their house one evening at 5:30. K and P were very happy and said they would be there. On that day, they helped their three children get washed after school and went as a family to the neighbors' house at 6:00. The neighbors looked very surprised to see them. "They invited us for tonight. Why do they look upset?" they said to each other in their native language. K and P gave roses they had bought to their hostess. She said, "Oh! You shouldn't have!" But she smiled and put them in a vase. "How strange that she doesn't like roses!" K and P whispered. They had a nice dinner, but K and P felt confused about their interactions that evening.

- * Who did the neighbors invite to dinner? (K and P)
- * Who went to their house for dinner? (K and P and the three children)
- * How did the neighbors feel when K and P and the children arrived? Why? How do you know?
- * Did K and P arrive on time? What were the consequences?
- * What did the neighbors say when K and P gave them flowers? What does that mean?

5 Assessment

Letters. Students describe some effects of changing attitudes and customs on neighborhood relations as experienced by refugees.

- Present some Letters from refugees (see Techniques and Appendix).
- Ask students how they would feel if they were in the situations described. How would they react? Would they want to change things? How would they do that?
- Allow students to share related information they have received from friends and relatives in the U.S.

Notes

Preparation

For the neighborhood posters (Activity 3a), enlarge or copy the pictures in the Appendix and mount them on cardboard.

Language

When accepting an invitation for dinner, it is polite to offer to bring something or to help when you arrive. When refusing an invitation, it is polite to offer an explanation. Otherwise, the person who asks may feel hurt.

Advanced Vocabulary. invitation, stranger, acquaintance, friend.

Advanced Structures. Would you like to come to my house for dinner? Do you want to stop by this afternoon? How about going shopping together? That would be nice. I'd love to. Sure, that sounds great. Thanks for asking. I'm sorry, but I can't go. I have to work that evening. Could you help me figure out this bill? Can I help with anything?

Variations

Neighborhood Cocktail Party. Prepare identities on index cards. Give students the cards and ask them to assume these identities. Tell them they are at a party and they want to get to know each other. Instruct them to walk around and make "small talk" with each other in English. ("Safe" conversational topics include: the weather; the news; compliments about clothing, food or performances; jobs or leisure activities. Strangers and acquaintances don't usually discuss religion, physical appearance or other matters they consider personal. It's usually not polite to ask questions about someone's age or marital status.)

Appendix

poster: neighborhood (3), pages 428-430
handout: neighbors, page 401
handout: invitation, page 402
letters from refugees: neighborhoods, page 431

Concerns

Be sure to remind your students that even though a newcomer in the U.S. has most of the responsibility for seeking friendships, people who are not newcomers often introduce themselves and welcome the new arrival.

Bits and Pieces

1 *Factors Affecting Relationships:*

Weather

- *cold and snowy: people tend to stay inside; doors and windows are closed; it's difficult to go see other people.*
- *rainy: people tend to stay inside.*
- *warm, hot and sunny: people may sit outside reading, eating or talking; it's easier to go visit people.*

Safety

- *high-crime area: people keep doors and windows locked day and night.*
- *low-crime area: people tend to keep doors locked, but may be more relaxed about inviting newcomers to visit.*

Age

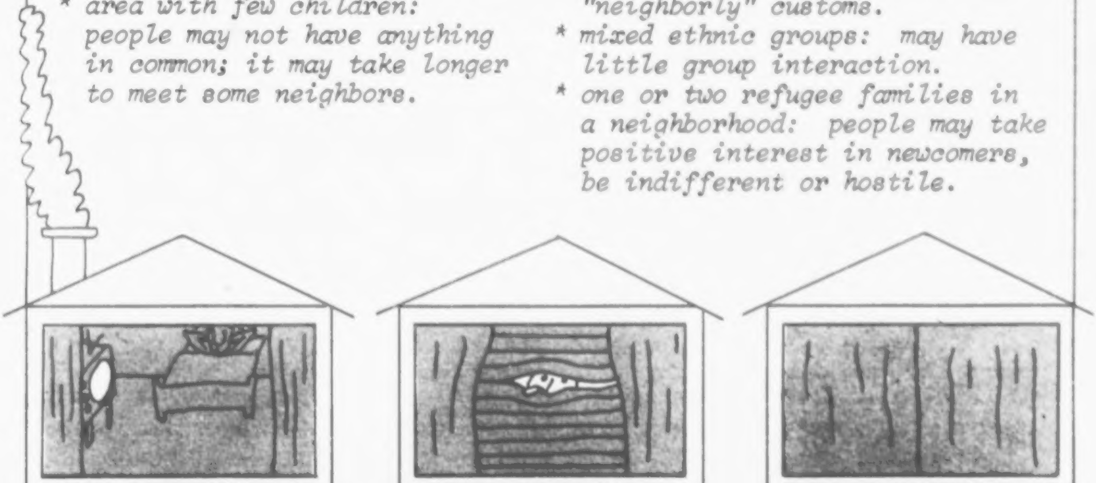
- *area with many children: parents meet each other through children's friends.*
- *area with few children: people may not have anything in common; it may take longer to meet some neighbors.*

Physical composition

- *apartment building with one main entrance: people meet as they enter and exit.*
- *apartment building with separate entrances for each apt.: people may rarely meet.*
- *individual houses surrounded by fences: people may stay in their own yards.*
- *individual houses built close together: people may interact as they come and go.*
- *street with a lot of traffic: people stay inside; children don't run around.*
- *street with little traffic: people stay outside; children run around.*
- *a park nearby: people gather and relax during the warm months.*

Ethnicity

- *one ethnic group in an area: people retain traditional "neighborly" customs.*
- *mixed ethnic groups: may have little group interaction.*
- *one or two refugee families in a neighborhood: people may take positive interest in newcomers, be indifferent or hostile.*



[2]*Neighborly Relations.* Expectations and relationships between neighbors vary from place to place, but there are some general "rules" to keep in mind:

- It is common to telephone and ask if someone is available before dropping by to visit.
- Except with very close friends, a social invitation is usually made days or weeks in advance.
- Invitations by phone are usually sufficient except for holiday parties, weddings and special social functions. Written invitations should include the time, place, date, host's name, and sometimes a note on appropriate dress or special requests.
- It is common to ask others to BYOB (bring your own bottle of alcohol) or to bring a dish of food to a party.
- It is important to be "on time" for dinner parties. If an invitation is for 7:00, arrive between 7:00 and 7:10. (Otherwise, the food may get cold.)
- When invited to someone's house for dinner, it is nice to bring flowers, candies or cake for the hosts. It is not necessarily expected but is appreciated.

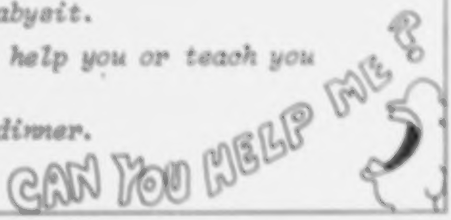
[3]*Invitations.* When accepting an invitation for dinner, it is polite to offer to help. When arriving, guests often ask the hosts if they need any assistance.

CAN I BRING SOMETHING ?

[4]*Borrowing and Lending.* Self-reliance is a strong American value. Cooperation among people is important, too. In many neighborhoods people feel free to borrow and lend household items. It is usually assumed that the item will be returned as soon as possible or, if it's food, it will be replaced. Such interactions can be a basis for starting conversations and developing relationships.

[5]*Ways to Establish Positive Relations*

- Respect community property and appearance. Put garbage in appropriate containers. Keep hallways or sidewalks clear.
- Respect privacy. Keep the noise level low. Ask or telephone before visiting--unless it's a close friend.
- Offer to take care of the children--babysit.
- Ask if the neighbors have the time to help you or teach you how to do something.
- Invite neighbors for a "traditional" dinner.
- Invite neighbors to go shopping.


CAN YOU HELP ME ?

Planning

ONE GOOD TURN DESERVES ANOTHER

Lesson 27

Marriage and Divorce

"Will you marry me?"

Marriage and divorce are sensitive and complex issues. In this lesson, students describe some general marriage and divorce laws, practices and attitudes.

Objectives The students will be able:

- to explain some legal regulations governing marriage and divorce in the U.S.
- to describe the possible effects on their lives of changing attitudes and customs concerning marriage and divorce in the U.S.

27 Marriage and Divorce

Rationale

People in the U.S. are free to pursue the relationships they choose. They must, however, obey the laws governing marriage and divorce. If adults can identify some attitudes and customs regarding marriage and divorce that differ from their own, and can identify the reasons for those differences, they will help themselves feel more comfortable as they develop relationships with others and deal with regulations in their new cultural environment.

Skills

clarifying attitudes
identifying problems

solving problems
weighing options
sequencing steps

Materials

Item	Quantity	Activity
yes-no questions*	7-10 per class	1
"marriage" cards*	1 per 2 students	3a
poster: wedding ceremony*	1 per class	3b
picture sequence: getting married	1 set per 3 students	3b
open-ended story*	1 per class	3d
case studies*	2-3 per class	4b
map of stations*	1 per couple	5
money card	3 per couple	5
signature card	1 per couple	5
examination certificate*	1 per student	5
marriage certificate*	1 per couple	5

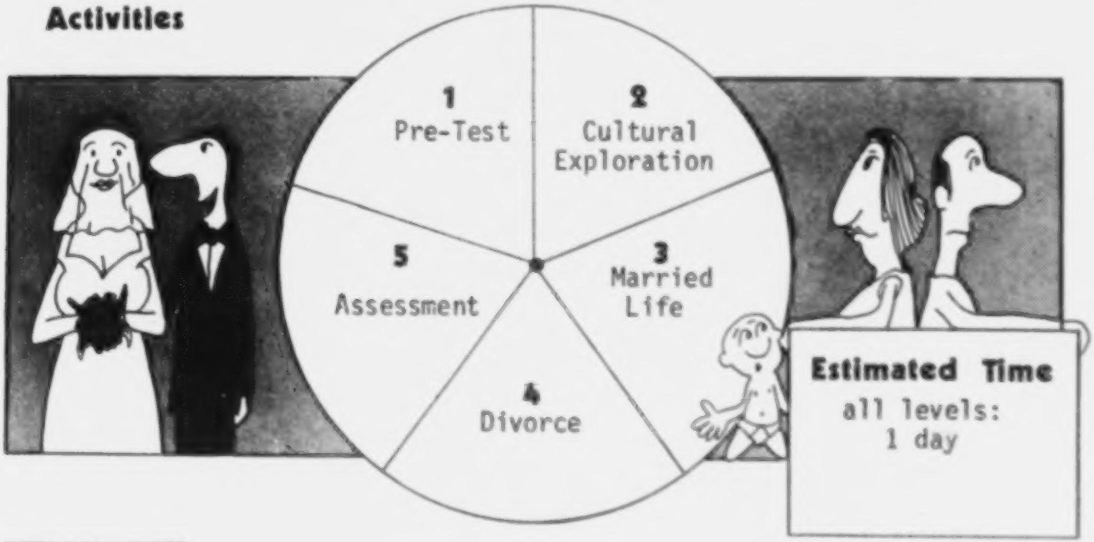
* preparation needed before class

Language

	Vocabulary	Literacy
Hello. What's your name? What's your job? My name is ____________. I am a ____________. Are you married? single	friend girlfriend boyfriend wife husband marry divorce	MARRIED SINGLE DIVORCED WIDOWED

27 Marriage and Divorce

Activities



Estimated Time
all levels:
1 day

1 Pre-Test

Questions. Students demonstrate their knowledge of laws governing marriage, divorce and personal relationships in the U.S. by answering questions.

- Ask a series of questions about the U.S., having students vote either "yes" or "no" in response.

* Can a married woman buy a house without her husband's signature?	(yes)
* Can a man have more than one wife at a time if the wives stay in different states?	(no)
* Can people be legally divorced by stating aloud, "I divorce you," and then leaving?	(no)
* Are married men in the U.S. required to help with the housework?	(no)
* Do most people in the U.S. get married at some point in their lives?	(yes)
* Do children born out-of-wedlock have the same rights as those whose parents are married?	(yes)
* Do all American men and women have at least two boyfriends or girlfriends before they get married?	(no)
* Do some Americans choose to remain single all their lives?	(yes)
* Can American women usually continue friendships with male friends and co-workers after marriage?	(yes)
* Do people who are divorced or widowed often remarry?	(yes)

- Record the number of votes on the blackboard.

2 Cultural Exploration

Role Plays. Students clarify and explain their attitudes and customs regarding marriage.

- Ask students questions about their homeland.
  - * If a man and woman fall in love and want to get married, what steps do they take?
  - * Who makes the final decision about who marries whom?
  - * At what age do most women get married? Men?
  - * How long do most couples know each other before they get married?
  - * How soon after marriage do couples have children?
  - * Does the man have to pay or give anything to the woman's family before the marriage? Does the woman?
  - * Does either partner change names after marriage? Always?
  - * Is spouse or child abuse common? What does a woman do if her husband hits her? Etc.
- Ask some students to Role Play (see Techniques) the first two circumstances.
- Invite some American "guests" to role play and/or discuss the above circumstances in terms of general American attitudes and practices.

3 Married Life

a The Law. Students explain some legal regulations governing marriage in the U.S.

- Explain the legal restrictions and requirements for marriage. Distribute "marriage" cards to pairs of students. Have them discuss their situation and report their "next step," explaining the legal restrictions that apply. Sample "marriage" cards:

You and your boyfriend are both 16 years old. You want to get married right away.

Note: If your state allows it, you can go to City Hall and apply for a marriage license. If not, you must get permission from you parents or your friend's parents.

You have lived in the U.S. for two months. You are in love with an American and you both want to get married as soon as possible.

Note: There is no problem. You don't have to be a citizen to marry a citizen. Go to City Hall.

You don't have any money or possessions to offer your girlfriend's parents but you want to get married. So, you force her to go with you.	You have been married for seven years. Now you want to open a savings account separate from your husband.
Note: You might go to jail. Kidnapping is a serious offense in the U.S.	Note: There is no legal problem. You are free to open your own account. Go to the bank.

b The Ceremony. Students describe a "traditional" American wedding ceremony.

- Explain that you will show the class one type of American wedding ceremony. Note that there are many other types as well.
- Present a handout showing the traditional positions of people at a formal wedding ceremony. Explain each person's function or role.
- Explain the sequence of events in a traditional ceremony using pictures. Begin with the "bachelor party" or "bridal shower" and finish with the couple leaving in a car decorated and marked JUST MARRIED. (See Appendix for picture sequence.)
- Conduct a Picture Sequencing activity (see Techniques). Distribute the same series of pictures to groups of three students. Ask them to put the pictures in order and then to describe their sequence to the class.
- Emphasize the variety of options available to people getting married. Note that students can even have their own traditional marriage ceremony as long as they follow all legal regulations concerning marriage in the states where they live.

c Positive Qualities. Students identify changes in characteristics and roles of a wife or husband that result from changing circumstances, and describe solutions to problems that may arise from the changes.

- Have the class form a group of men and a group of women. Distribute newsprint. Ask the students, "What makes a good wife?" Have them list or draw responses on the paper. (They might consider personality, physical characteristics, responsibilities, etc.) Next, ask, "What makes a good husband?" Each group records its ideas and then shares them with the other group.
- Tell a story of a refugee husband and wife who arrive in the U.S. Assign many positive qualities mentioned by the students to the characters in the story. Describe changes in financial or social circumstances that would result in changes in the roles of this husband and wife. For example, if students say a "good wife" makes all the family clothing, you might tell this story:

Mr. and Mrs. ___ have recently arrived in the U.S. Mrs. ___ used to make all the clothing for the family. For the first time in their lives, both Mr. and Mrs. ___ must work full-time, so Mrs. ___ has no time to sew.

- Ask the following questions: "Who will take care of the children?" "How will the family get clothing?", "How will Mrs. ___ feel?", "How will Mr. ___ feel?", "Is Mrs. ___ a good wife?"

d Spouse Abuse. Students identify preventive steps and describe the legal implications of spouse abuse in the U.S.

- Present an Open-ended Story (see Techniques) about a refugee couple from the students' native country. Both the wife and husband work hard all day. Usually, the wife has dinner prepared by the time the husband returns home. One night, the wife was busy helping her children with homework and hadn't started dinner when her husband arrived home. He had been drinking. He became angry and yelled. When she tried to explain, he hit her. (Two weeks earlier he had hit her so hard she had to stay home from work one day.) The neighbors heard the yelling and became upset...

- Ask follow-up questions:

  * What do you think the neighbors might do? Why?
  * What would you do if you were a neighbor?
  * What would you do if you were that wife?
  * What might happen to this couple?
  * What are the problems or conflicts in the story?
  * What could these two do to solve the problems?
  * How could these problems have been avoided?
  * Does this type of situation occur in your country?
  * How are these problems solved?

4 Divorce

a The Law. Students clarify their attitudes toward divorce and describe some legal regulations governing divorce in the U.S.

- Ask questions about divorce in the students' native country.

  * Is divorce common?
  * Why do people in your country get divorced?
  * What do people think about divorced men? Divorced women?
  * Would you marry a divorced person? If no, why not?
  * Who takes care of the children after divorce?

- Review the questions and answers comparing them to divorce in the U.S. and explaining some laws governing divorce in the U.S.

- Ask students to explain the similarities and differences between divorce regulations and proceedings in their native country and the U.S.

b Should We or Shouldn't We? Students describe the possible effects of changing attitudes and customs concerning divorce in the U.S. and suggest solutions for conflicts.

- Present some Case Studies (see Techniques) concerning married couples who are experiencing difficulties with their relationship.
- Have the students advise the couples. What are the "difficulties" in each case? What are the couple's options? Which options would you recommend? Which options would you choose if you were one of the people involved?
- Sample case studies:

A and B have been married for ten years. They arrived in the U.S. one year ago. B was a professor in his native country and A was a housewife. Since they have been in the U.S., B has been working as a janitor and attending ESL classes in the evening. A attended ESL classes in the mornings. Her English improved so quickly that she took and passed an entrance examination for nursing school. B said he would divorce A if she studied nursing and got a job. He says she should be home with the children and help him improve his English so he can get a high-level professional job. She says he should consider her career, too.

C is thirty-two and D is thirty-seven years old. They have three children. They used to argue with each other very often. They have been legally separated for almost a year. They might file for a divorce. The children stay with their mother during the school year and with their father during weekends, holidays and vacations. The children say they want their parents to get back together. But, they also say that each parent seems happier since the separation and they don't have to listen to them argue anymore.

5 Assessment

Station-to-Station. Students go through the general procedures for getting married in the U.S. in a simulated situation.

- Join with other teachers and classes to make this most effective.
- Have the students find partners. Explain that each pair will pretend to be a couple in the U.S., planning to get married. Their task is to figure out what to do and in what order, and to get married within the next 25 minutes.
- Distribute a map locating the various stations or offices, a signature card and three money cards to each pair.
- Students must complete the following tasks at each station:

Station	People	Task	Notes	Materials
Doctor's Office	1 doctor	get blood test or check-up	couple must use one money card	- examination certificate
City Hall	2 clerks	apply for a marriage license	couple must use one money card	- marriage license application - proof of age
City Hall		turn in doctor's certificate		
Place of Worship	2 religious leaders	request that he/she perform ceremony		- schedule of weddings - pen
Place of Worship		get married		- marriage certificate
Justice of the Peace	1 Justice	request that he/she perform ceremony	couple must use one money card	- schedule of weddings - pen
		get married		- couple brings witness - marriage certificate
Woman's Parent(s)	1 or 2	ask permission to marry	NOT REQUIRED	
Man's Parent(s)	1 or 2	ask permission to marry	NOT REQUIRED	

- Do not explain the tasks to the students. It's up to them to decide what to do at each place and where to go first, second, etc.
- Students must collect signatures at each station after completing the task correctly. And, if they need more than 3 money cards, they have done something incorrectly. No marriage today!
- The religious leaders and Justice of the Peace should schedule the ceremonies for about 5 minutes after the couple requests a wedding, unless there is already a long line waiting.
- Have everyone group together after 25 minutes. Ask those who are already "married" to explain the steps they took in order to reach their goal. How did they figure out where to go for what they needed? Review other student's procedures also.
- As a follow-up, ask students how they will figure out the steps to follow in other situations (e.g. registering for school, applying for a driver's license).

Notes

Preparation

The "Assessment" activity, "Station-to-Station" will take some planning and rehearsal. Enlist the help of other teachers and aides and practice at least once before conducting this activity.

Language

Advanced Vocabulary. engaged, fiance, spouse abuse, separation.

Advanced Structures. That's against the law.

Variations

Present a slide show or a videotape of a real or simulated formal American wedding ceremony.

Appendix

handout: wedding ceremony, page 403
picture sequence: getting married, page 404
handout: marriage certificate, page 405

Concerns

Assure your students that newcomers to the U.S. do not have to adopt American attitudes about marriage and divorce. It is important for them to be familiar with attitudes and customs they will encounter so that they can better understand them and make choices appropriate for themselves.

The issues of spouse abuse and divorce can be very sensitive issues for both refugees and Americans. It is important that students understand that current laws are designed to protect the personal safety and security of all people.

27 Marriage and Divorce

Bits and Pieces

1 *Marriage is a sacred and important event in people's lives. In the U.S., as in other countries, people take marriage very seriously. They expect a lot from marriage. They expect love, respect and kindness--and they expect to stay together forever.*

2 *Most people in the U.S. do get married. Those who get divorced usually get married again within 5 years.*

3 *People considering when and whom to marry think about love, trust, jobs and family. They also must understand the need to follow basic laws and regulations.*

4 *Each of the 50 states has its own laws regulating marriage. When two people decide to get married, they must apply for a marriage license. In some states, a blood-test or medical check-up is required before a license can be granted. Also, in some states the couple must be 18 or older. If they are younger, they need their parents' approval. Other states let younger people marry without their parents' approval. In every state, the law does not allow marriage to close relatives or more than one wife or husband at a time.*

5 *There is not just one correct way to get married--one traditional practice. Many ethnic or religious groups have their own special practices. It is necessary to check with local officials or service providers before deciding what steps you need to take to get married in your state.*

6 *Here is one example of a possible legal procedure for getting married.*

Joe and Betty plan to get married. They:

- *go to a doctor's office for a blood test; the test is required in their state.*
- *take the examination certificate to City Hall to apply for a marriage license; they show proof of age and pay the required fee.*
- *go to the Justice of the Peace, schedule on appointment, return with a friend as a witness, complete the ceremony and sign the marriage certificate.*

They are now considered husband and wife.

7 *The wedding ceremony can take place anywhere: at home, in a place of worship, at City Hall, in a park, on a boat. The ceremony must be performed and the marriage certificate must be signed by a member of the clergy, a judge, a court clerk, a Justice of the Peace or other individual with that legal power.*

8 *In many American marriages, both husband and wife work either because of choice or economic need. Both may share in taking care of the children and the home.*

9 *There are people who live together without being married. But, they represent a very low percentage of couples in the U.S.*

10 *Spouse Abuse. Spouse abuse laws are designed to protect the safety of all individuals. There are laws to prevent spouse abuse or to punish the abuser if prevention if not possible.*

There are laws that require the abuser to stay away from the family until the case is resolved. Sometimes the abuser can be arrested.

Many communities have "shelters" for abused spouses. People can contact them by phone for safe, secret lodging and assistance. (Shelters are listed in the telephone book.)

Spouse abuse is a serious offense and neighbors who see or hear family disturbances may report them to the police.

11 *Divorce. Divorce may be more common in the U.S. than it is in some other societies. It can still be a painful, difficult and complex experience.*

Some situations which may lead to divorce:

- *adultery*
- *failure to provide support for the family*
- *alcohol or drug abuse*
- *spouse or child abuse*
- *changing roles and expectations of men and women*
- *infertility*

12 *Children do not "belong" to the man or the woman. However, it is more common for women to retain custody of the children after divorce. Men may ask for custody. The court makes the final decision. Divorce laws often change, and they may be different in every state.*

13 *Divorce may be expensive--especially if monthly child support payments are required as part of a divorce settlement.*

27 Marriage and Divorce

Planning

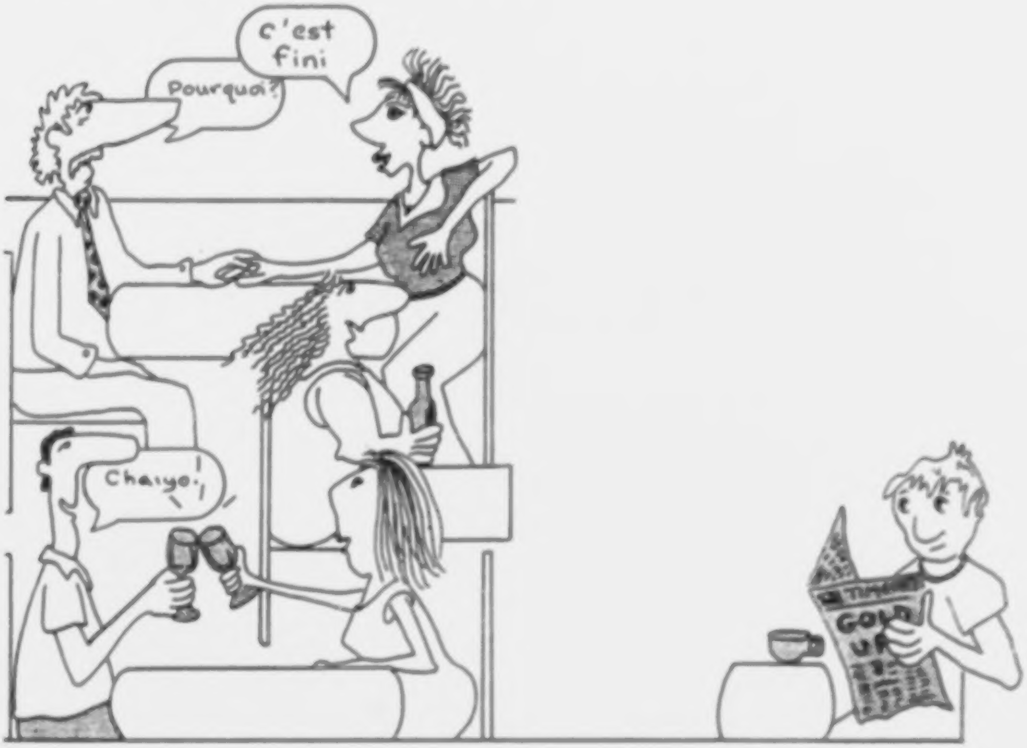
THEY'RE HEAD OVER HEELS IN LOVE

Lesson 28

A Multi-Ethnic Society

"I hear so many different languages. Am I really in the U.S.?"

The United States can be compared to a "mixed salad" containing many individual ingredients with distinctive characteristics, yet all mixed together. In this lesson, students identify differences between and among people in the U.S. and describe how living in a multi-ethnic society may affect their lives.


C'est fini
Pourquoi?
Chaiyo!

Objectives The students will be able:

- to describe the variety of ethnic groups in the students' native country and in the U.S.
- to identify some differences between and among people in the U.S. (including dress, language, race, religion, etc.)
- to describe the effects of living in a multi-ethnic society in terms of integration, segregation, cooperation and conflict.
- to identify some causes of ethnic conflict and possible solutions to those conflicts.

28 A Multi-Ethnic Society

Rationale

Refugees who resettle in the United States join millions of others who have come to the U.S. in search of freedom, human rights and a better life. They bring with them--as did all the groups before--customs, rituals, dress and language unique to their ethnic groups. When cultures meet, they may come together in harmony or they may collide. People can prepare themselves to take advantage of the richness of a multi-cultural environment--to understand and avoid or resolve cultural conflicts--by clarifying their own attitudes and by developing problem-solving skills.

Skills

identifying problems

solving problems

clarifying attitudes

Materials

Item	Quantity	Activity
pictures of Americans*	15-20 per class	1a
map: students' native country	1 per class	2
map: refugee camp*	1 per class	3a
newsprint and marker	2-4 each per class	3a
puppets	4-8 per class	3a, 3b
map: the world	1 per class	3b
paper dolls	as needed	3b
case studies: ethnic conflict*	3-4 per class	3c
"Different Situation" flashcards*	14 per class	4

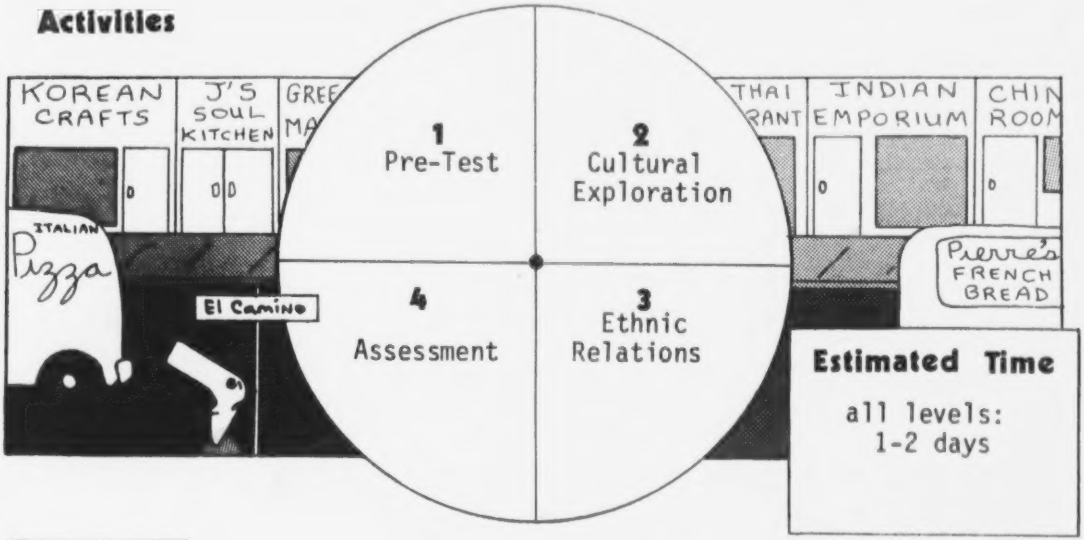
* preparation needed before class

Language

	Vocabulary	Literacy
Where are you from? I'm from ________. What languages do you speak? I speak ________. How long have you been here? I've been here ________.	(name of native country) American Indian Asian black Chinese Hispanic Mexican white	(name of native country) (name of own ethnic group)

28 A Multi-Ethnic Society

Activities


KOREAN CRAFTS
J'S SOUL KITCHEN
GREE
MA
ITALIAN Pizza
El Camino
THAI
RANT
INDIAN EMPORIUM
CHIN
ROOM
Pierre's FRENCH BREAD
1 Pre-Test
2 Cultural Exploration
3 Ethnic Relations
4 Assessment

Estimated Time

all levels:
1-2 days

1 Pre-Test

a Pictures. Students identify some differences between and among people in the U.S.

- Before the students arrive, post a variety of pictures of Americans of different racial and ethnic backgrounds around the room. The pictures can be drawings or from newspapers and magazines. They should show people doing a variety of different activities, wearing different clothing or eating different kinds of food.
- Ask the students to walk around the room, study the pictures and look for as many differences as they can among the people in the pictures (e.g. hair or skin color, job, type of housing, facial expression). It may help to review one picture together so that the students understand the task.
- Have the class form one group and ask them to describe all the differences they noted. List their findings on the blackboard. Go through all the pictures again--this time asking if the people in the pictures are American. How can the students tell? Explain that all of the people in the pictures live in the United States, and that the students will also be part of this multi-ethnic society very soon.

b Terms. Students define vocabulary words related to ethnicity and race.

- Write each of the following words on the blackboard, one at a time Ask the students to suggest definitions of each word. Review and refine each definition with the class.

RACE

CONFLICT

PREJUDICE

ETHNIC GROUP

ETHNIC CONFLICT

28 A Multi-Ethnic Society

2 Cultural Exploration

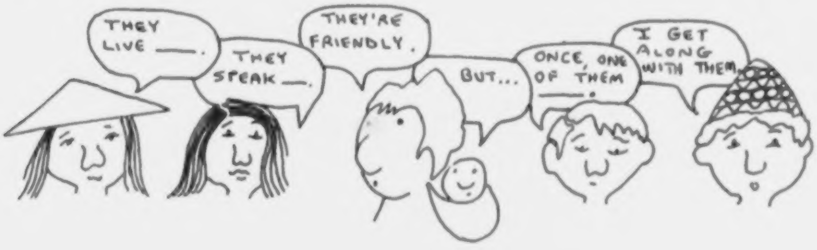
Variety at Home. Students describe the variety of ethnic groups in their native country.

- Post a map of the students' native country. Ask the students to name the different ethnic groups in their homeland. With the map as a guide, ask students to answer the following questions about one of the ethnic groups mentioned:
  - * In what parts of the country do they live?
  - * What do they do? What are their occupations?
  - * What country did they come from originally? When? Why?
  - * What language do they speak?
  - * What special customs do they have? (festivals, dances)
  - * What kind of food do they eat?
  - * How do they get along with other ethnic groups in the country?
  - * Were there ever any conflicts between the group and others? What kinds of conflicts? How did they start? How were they resolved?
- Ask the questions about other ethnic groups mentioned.

3 Ethnic Relations

a Variety Abroad. Students identify some causes of ethnic conflict and possible solutions to those conflicts in the refugee camp.

- Have the students form four groups. Explain that they will now focus on life in the refugee camp. Post a map of the refugee camp and ask students to name the ethnic groups living in the camp. Where do they live? What languages do they speak? How do they get along with each other?
- Ask each group to tell a story--either real or imaginary--involving two or more ethnic groups in the camp. Give the students 10-15 minutes to prepare their stories. They can present them using drawings or puppets (see Techniques).
- Lead a discussion focusing on the events depicted in the stories. Were there any conflicts? What were they? What caused the problems? How were they or could they have been solved? How could they have been avoided? Was there any cooperation between the groups? What does one group generally believe about another group? Why?


THEY LIVE ___.
THEY SPEAK ___.
THEY'RE FRIENDLY.
BUT...
ONCE, ONE OF THEM ___.
I GET ALONG WITH THEM.

b In the U.S.A. Students describe the variety of ethnic groups in the U.S.

- Refer students to the "Pre-Test" activity, in which they noted differences among Americans. Ask them to name some different ethnic groups in the United States. List their responses on the blackboard. Ask if there are different ethnic groups among the white Americans. Why did these different people come to the U.S.?
- Give a brief overview of U.S. immigration history to the class, using a world map, puppets or paper dolls to illustrate the story.

c Conflict. Students identify some causes of ethnic conflict and possible solutions to those conflicts in the U.S.

- Present Case Studies (see Techniques) involving ethnic conflict in the United States. After each story is presented, have the students identify the problems, the cause of the problems and specific ways in which these problems could have been avoided or resolved.

  * Many refugees who were fishermen in their native country resettled in "fishing" towns along the coast. The new arrivals were very successful at catching large amounts of fish. The local people became upset, saying that the refugees weren't following the fishing regulations in that area, and were cheating other people out of their own fishing system. When they came to work one day, the refugees discovered some of their boats had been burned.

  * Two refugee women were talking to each other one afternoon, discussing the big city that has become their new home in the U.S. They noted that their city has "too many" [ETHNIC GROUP] people. Both said they thought those people are "crazy" because they speak "strange" English and because they are so ____ (loud, big, small, etc.). They said they heard those people were responsible for robberies that had taken place in their community lately, and they agreed not to let their children play with children of that ethnic group.

- Present the second case a second time, reversing the roles so that two people of another ethnic group are discussing and criticizing refugees of your students' ethnic group. Follow-up with questions comparing the two situations.
- Vary this by inviting a guest to be interviewed (another teacher, supervisor or friend). Explain that you will act as a television reporter, and the guest will relate information about ethnic conflicts in his or her community. Conduct the interview in front of the class. After the interview, have students identify the conflicts and proceed as above.

4 Assessment

a Different Situations. Students describe the effects of living in a multi-ethnic society in terms of integration, segregation, cooperation and conflict.

- Write the following situations on flashcards. Have the students form pairs. Distribute two of each situation card to the class--with each pair of students getting one card. Allow time for the pairs to discuss and agree on answers to the written questions.
- Read the first situation to the class. Ask the two pairs of students who worked on that situation to report their answers. If the pairs present different responses, have them explain and defend their different perspectives. Encourage questions and discussion from classmates. Continue with the remaining situations.

Situations:

* Would you like to move into a neighborhood in which all of your neighbors are from your ethnic group? Why or why not?

* If you moved into a new apartment and discovered that most of your neighbors speak languages (not English) you don't understand, how would you feel? Would you try to communicate with them? How? What would you do?

* Many people are proud of their cultural heritage. Do you think they should tell other people about their culture and about their pride in it?

* Do you think people should be allowed to stay home from school to celebrate their ethnic holidays even if the majority of students don't celebrate that holiday? Why or why not?

* Would you consider it wrong if some ethnic groups were not allowed to live in parts of your neighborhood? Why or why not?

* Would you let your son and daughter marry someone from a different ethnic group? Give reasons.

* Do you think that people who speak another language should speak only English after they arrive in the U.S.? Will you allow your children to speak English at home? Will you?

b Song. Students sing a song about ethnic relations in the U.S. and analyze its meaning.

- Teach the song, "America," from the musical, West Side Story. (See Appendix for song lyrics and see Techniques.) Define new vocabulary words. Have students identify and explain the two attitudes presented. Why might these people feel the way they do about ethnic relations in the U.S.?

Notes

Preparation

If you choose to conduct an interview in the "Conflict" activity, rehearse ahead of time with your partner.

When collecting pictures for the "Pre-Test" activity, be sure to include pictures of people who look similar to your students.

Language

Advanced Vocabulary. race, ethnic group, conflict, ethnic conflict, prejudice, customs, religion, immigrant, refugee

Advanced Structures. What's your native language? How many languages do you speak? What's your ethnic background?

Variations

Present a slide show of different types of people in the United States. Try to include people of various ethnic and racial groups.

Invite several American guests to visit your classroom. Allow students time to interview them about their ethnic backgrounds.

This lesson is the first of a three-part series including Lessons 29, "Refugees in the U.S." and 30, "Preserving Your Culture." Activities in those lessons may be applicable to this lesson as well.

Appendix

handout: song lyrics, page 406

Concerns

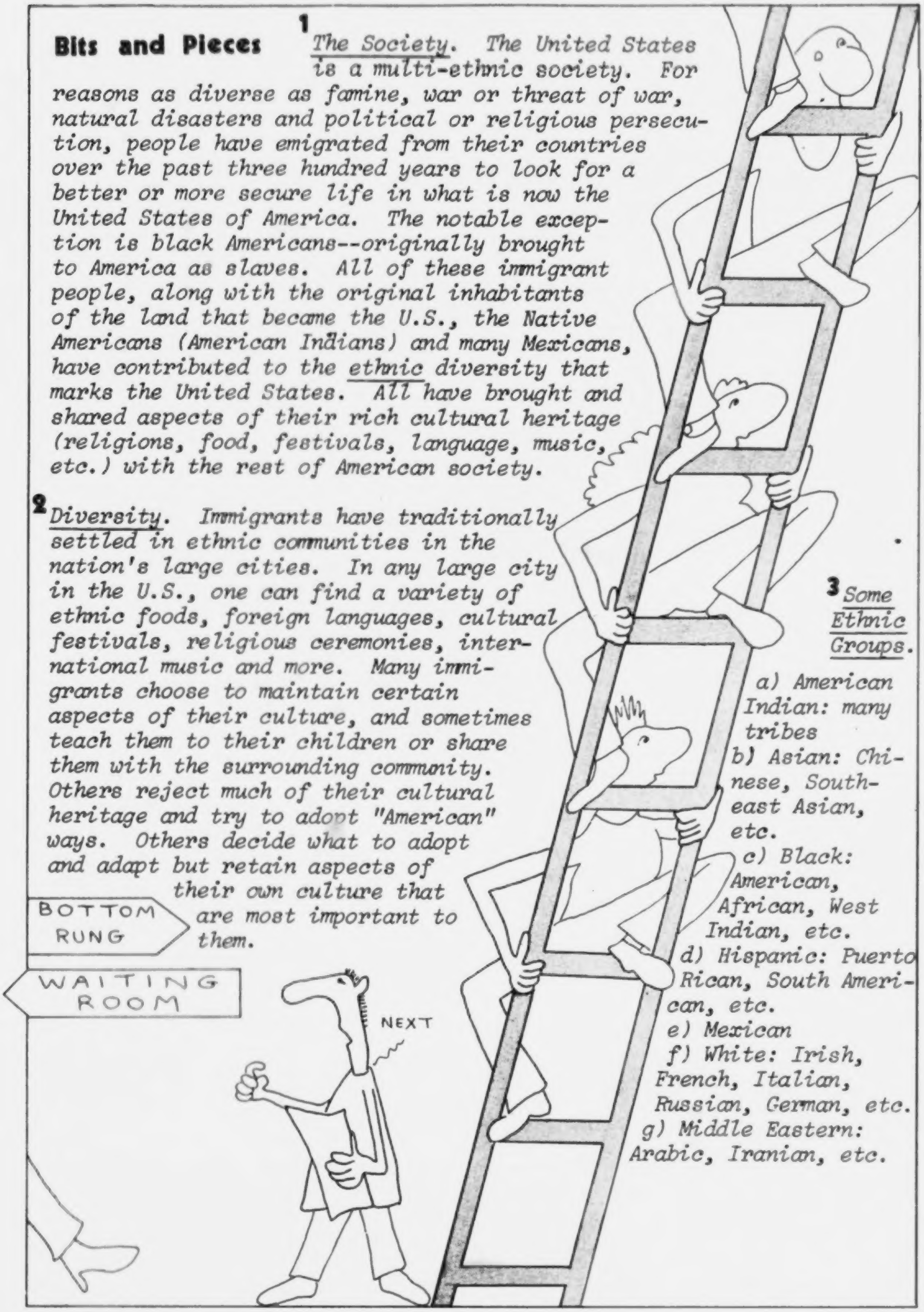
Refugees may have heard "horror" stories from friends and relatives about their interactions with people of other ethnic groups in the U.S. Racial and ethnic tensions do exist. You can emphasize, however, that not every one experiences these particular conflicts and that cooperation and understanding may be possible through community groups or individual action.

28 A Multi-Ethnic Society

Bits and Pieces

1 *The Society. The United States is a multi-ethnic society. For reasons as diverse as famine, war or threat of war, natural disasters and political or religious persecution, people have emigrated from their countries over the past three hundred years to look for a better or more secure life in what is now the United States of America. The notable exception is black Americans--originally brought to America as slaves. All of these immigrant people, along with the original inhabitants of the land that became the U.S., the Native Americans (American Indians) and many Mexicans, have contributed to the ethnic diversity that marks the United States. All have brought and shared aspects of their rich cultural heritage (religions, food, festivals, language, music, etc.) with the rest of American society.*

2 *Diversity. Immigrants have traditionally settled in ethnic communities in the nation's large cities. In any large city in the U.S., one can find a variety of ethnic foods, foreign languages, cultural festivals, religious ceremonies, international music and more. Many immigrants choose to maintain certain aspects of their culture, and sometimes teach them to their children or share them with the surrounding community. Others reject much of their cultural heritage and try to adopt "American" ways. Others decide what to adopt and adapt but retain aspects of their own culture that are most important to them.*



3 *Some Ethnic Groups.*

a) American Indian: many tribes
b) Asian: Chinese, Southeast Asian, etc.
c) Black: American, African, West Indian, etc.
d) Hispanic: Puerto Rican, South American, etc.
e) Mexican
f) White: Irish, French, Italian, Russian, German, etc.
g) Middle Eastern: Arabic, Iranian, etc.

4 *Definitions*

Race

Division of human kind sharing common plysical characteristics; descendants from a common group.

Conflict

Fight; incompatibility; opposition; problem.

Prejudice

Bias (in favor or against); hatred or objection without reason.

Ethnic Group

Division of people sharing common dress, customs and languages.

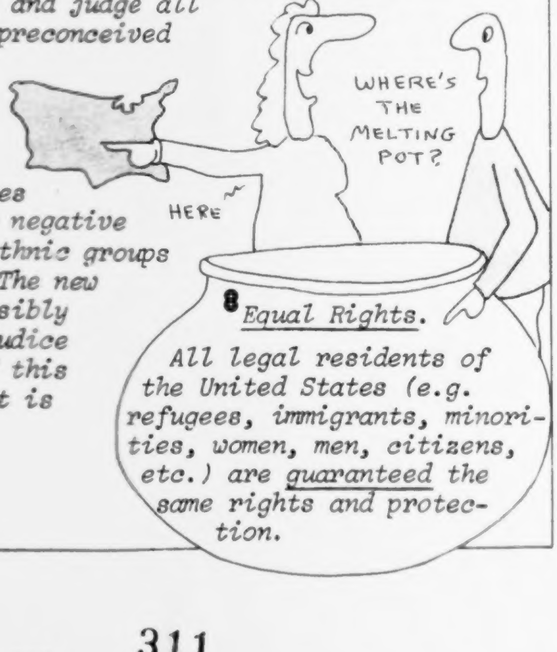
Ethnic Conflict

Incompatibility or fight between or among ethnic groups based on ethnic factors.

5 *Ethnic Conflict. Ethnic conflict usually occurs when members of a particular ethnic group feel they are being treated unfairly, either socially, economically, legally or politically. Displays of prejudice heighten the feelings of discomfort, dismay or anger. The prejudices may make them feel that the unfairness is based on or related to their membership in their specific ethnic group. Ethnic conflict can easily erupt from such circumstances.*

6 *Prejudice. People acquire racial and ethnic prejudices over a period of time and in a variety of ways. Whether they acquire those prejudices from friends' stories, movies, television or their own experiences, these feelings can be dangerous. People with prejudices tend to act unfairly and judge all people in a certain group with preconceived expectations and perhaps anger or fear. They don't give individuals a chance to be accepted as individuals.*

7 *New arrivals to the United States often come with preconceived or negative ideas about certain racial or ethnic groups they are likely to encounter. The new arrivals, in turn, may very possibly suffer the consequences of prejudice displayed against them. All of this can lead to ethnic conflict that is not beneficial to anyone.*

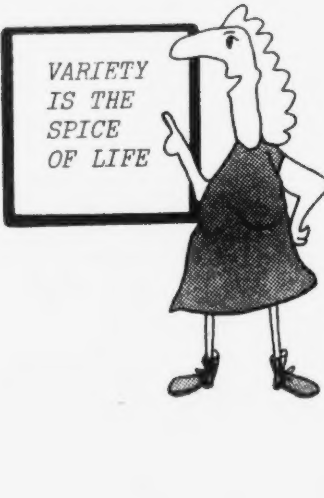


8 *Equal Rights.*

All legal residents of the United States (e.g. refugees, immigrants, minorities, women, men, citizens, etc.) are guaranteed the same rights and protection.

28 A Multi-Ethnic Society

Planning

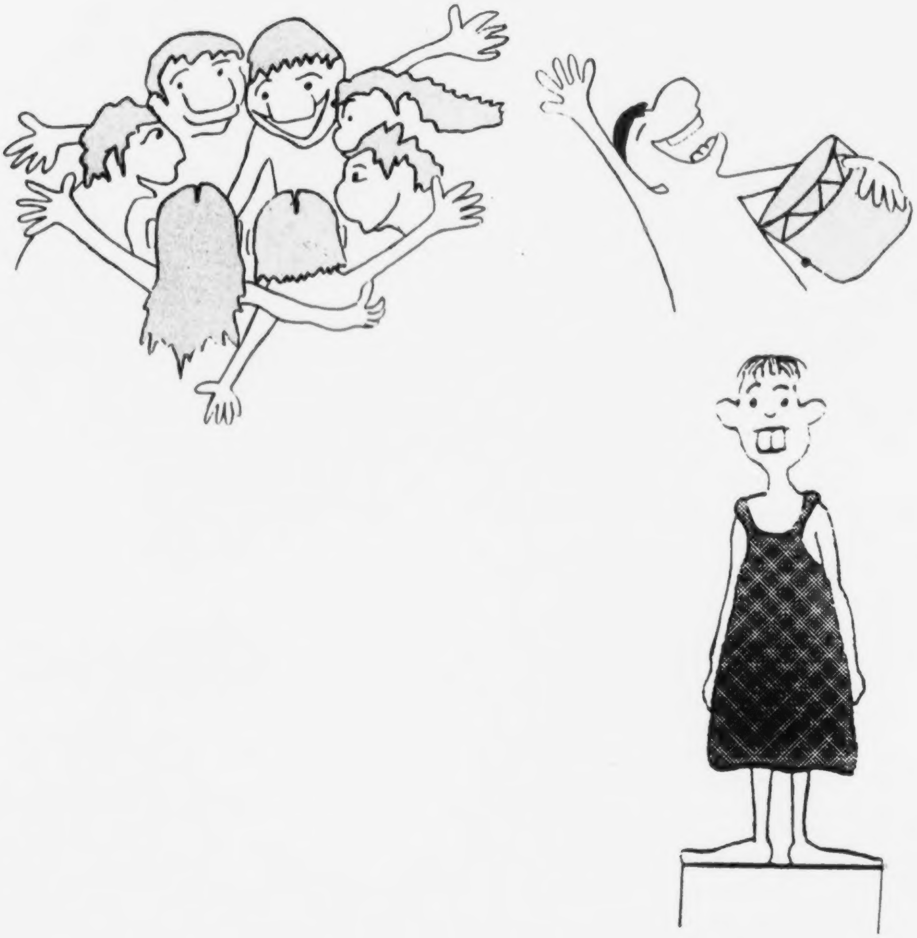

VARIETY
IS THE
SPICE
OF LIFE

Lesson 29

Refugees in the U.S.

"Why do those people act that way?"

One action may be seen as appropriate and nice in one culture and offensive in another culture. In this lesson, students identify causes of intercultural conflict and describe possible solutions to the problems.



Objectives The students will be able:

- to identify common causes of conflict between the students' own and other ethnic groups in the U.S.
- to describe possible means of avoiding or resolving cultural misunderstandings or conflicts.

29 Refugees in the U.S.

Rationale

Whenever immigrants come to the U.S., they bring with them a rich cultural heritage. However, some customs practiced by their ethnic group may be misunderstood by others in their new society. Newcomers are confronted with customs that may seem strange to them, as well. Cultural misunderstandings can lead to conflicts. By developing an understanding of some of the roots of ethnic conflict, and developing skills to avoid or resolve those conflicts, people can become more confident in sharing their own cultural background and in asking about others' cultural practices.

Skills

clarifying attitudes

identifying problems

solving problems

Materials

Item	Quantity	Activity
chart: refugee arrival statistics*	1 per class	1
map: United States	1 per class	1
newsprint	12 per class	2
puppets, dolls, pictures	as desired	3
pictures: cross-cultural incidents*	3 per class	4

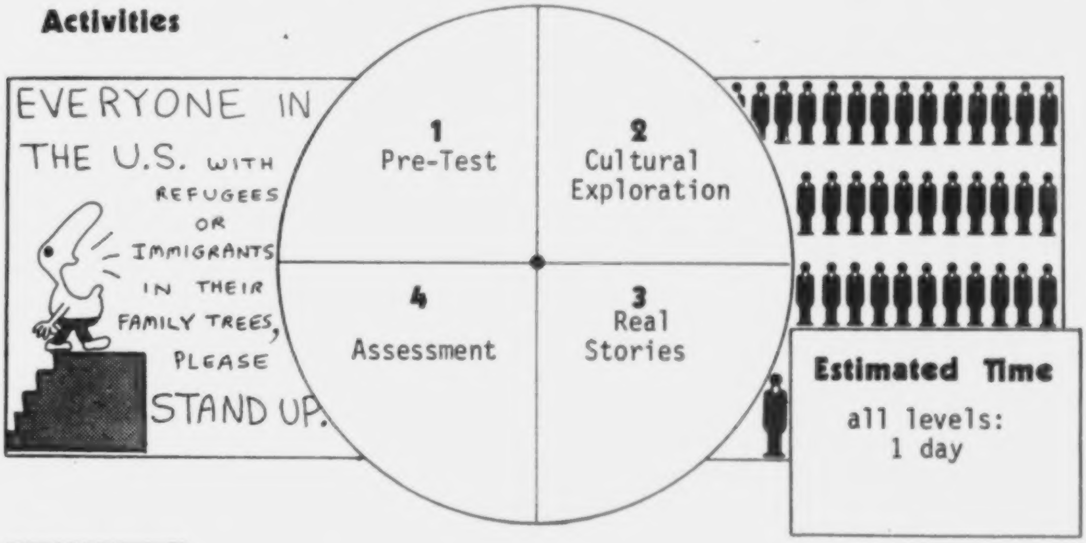
* preparation needed before class

Language

	Vocabulary	Literacy
I am from ________. I speak ___________. Where are you from? What languages do you speak?	problem the same different refugee	(names of ethnic groups) (names of languages)

29 Refugees in the U.S.

Activities


EVERYONE IN THE U.S. WITH REFUGEES OR IMMIGRANTS IN THEIR FAMILY TREES, PLEASE STAND UP.
1 Pre-Test
2 Cultural Exploration
3 Real Stories
4 Assessment

Estimated Time

all levels:
1 day

1 Pre-Test

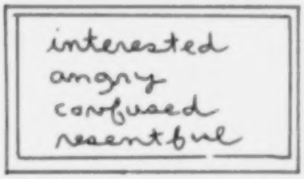
a Variety of Refugees. Students name various groups of refugees in the U.S.

- If teaching this after Lesson 28, "A Multi-Ethnic Society," review the ethnic groups in the U.S. Ask students to name as many groups of refugees as they can. Present a chart with statistics of refugee arrivals in the U.S. from different regions of the world. (See Appendix: Reference to Books and Materials).
- Show a map of the U.S. Ask students to name and locate states with the largest numbers of refugees from their region of the world. (See Appendix: Reference to Books and Materials).

2 Cultural Exploration

Feelings: Here and There. Students describe some attitudes toward refugees.

- Have the class form four groups. Ask each group to list on a sheet of paper some of the feelings they think people in their country of asylum have about refugees. Have each group present their list and suggest why they think people feel that way about refugees.


interested
angry
confused
resentful

- Ask the groups to list how they would feel if 20,000 people from their country of first asylum became refugees and escaped to the students' native country. What might be the effects on the economy, jobs, food and water, etc?
- Ask the same four groups to record how they think Americans will feel about their presence in the U.S. Allow students to explain

and share stories they have heard from friends or relatives in the U.S. regarding attitudes of Americans towards refugees.

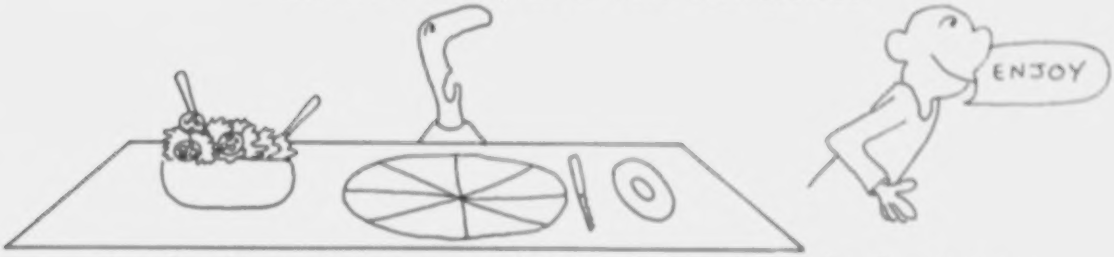
3 Real Stories

Conflicts. Students identify common causes of ethnic conflicts and describe possible ways to avoid or resolve such conflicts and misunderstandings.

- Present the following as Case Studies, Role Plays or Open-Ended Stories (see Techniques). Use names, nationalities and ethnic groups appropriate for your class.
- When discussing possible resolutions of these conflicts, describe Mutual Assistance Associations and their functions as possible support groups in solving cross-cultural conflicts.

A. On _____'s first day in the U.S. he goes to his sponsor's house for dinner. On the table are knives but no spoons. Dinner is a big round piece of bread with red sauce and white cheese melted on it. Also, there is a bowl with uncooked lettuce, tomatoes, carrots, onions and green peppers. _____ doesn't know what the food is or how to eat it. He tells himself that he will never eat with Americans again.

* What food did the family serve?
* How did _____ feel about the food on the table?
* How did _____ feel about his sponsor?
* How could this problem be resolved?
* How could this problem have been avoided?

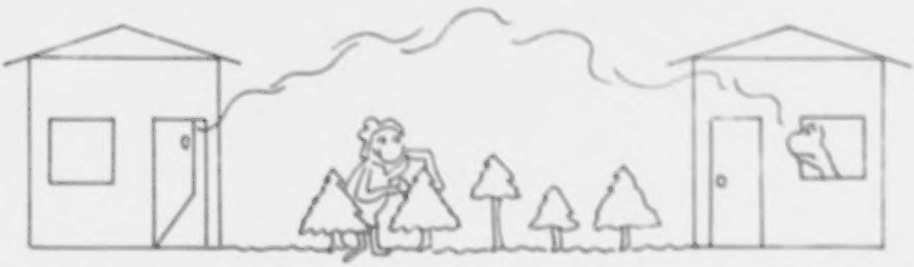


B. In city X there are special housing projects for low-income people. The government helps pay some of the rent so the occupants pay very little. As more _____ refugees arrived in city X, the population in the housing projects changed. There used to be mostly _____ people [NAME ONE ETHNIC GROUP] in one housing area where the refugees were moving. Both the original occupants and the refugees were looking for low-rent housing and jobs in the city, and it was hard to find housing and jobs. The _____ people saw that the refugees were receiving special cash assistance from the U.S. government. They also saw the refugees living with many people in one small apartment and buying cars and televisions. The refugees complained to each other about their neighbors' music and language which they couldn't understand. Sometimes, the refugees would come home and find their apartments had been robbed or windows had been broken. Sometimes there were fights between the two groups.

* What was the conflict?
* How did the _____ people feel when they saw the refugees buying cars and T.V.s?
* How could this conflict be resolved?
* How could this conflict have been avoided?

C. _____ and her family had been in the U.S. five months. She had a job and the family could afford to move to a little house with a yard and a garden. _____ liked to work in the garden and leave the doors and windows open while her food was cooking inside. Her neighbors were friendly at first, but then they started avoiding her and complaining to each other about the strange smells coming from her house. Her children came home from school feeling upset because their classmates teased them about the smells in their home.

* What was the conflict?
* What did the neighbors think about _____ and her family?
* What did _____ think about her neighbors?
* What happened to _____'s children? Why?
* How could this conflict be resolved?
* How could this conflict have been avoided?
* What might Americans consider "strange smells?"



D. _____ was 17 years old. He came to the U.S. with his parents and four sisters and brothers. He started school as soon as he arrived in the United States. He was living in Oregon and during one school vacation, he traveled south to California to visit some friends from his native country. While there, he met someone he liked very much and they decided to get married. When he returned, he asked his sponsor for $2,000 and two pigs to give to the girl's parents. The sponsor said no and didn't come to visit _____ as often as before. _____ was very angry and hurt.

* What was the conflict?
* How did the sponsor feel when _____ asked him for the money?
* How did _____ feel at the end? Why?
* How could this conflict be resolved?
* How could this conflict have been avoided?

4 Assessment

What Do You See? Students say as much as they can about a picture.

- Do a Picture Description activity (see Techniques). Post one picture showing a scene with refugees in the U.S. (See Appendix for pictures.)
- Ask students to imagine that the people in the picture are from their ethnic group. Have them make statements about the picture. What do you see? Who are the other people in the picture? What are they doing? How are they acting towards one another? How do they feel about each other? How do you know?
- Continue with two or three other pictures having students identify the intercultural feelings or relationships expressed in the pictures and possible reasons for people to feel that way towards each other.

Notes

Preparation

Statistics documenting refugee arrivals and state population figures are updated periodically in Refugee Reports (see Appendix).

Language

Advanced Vocabulary. conflict, names of countries and languages spoken there.

Advanced Structures. What should I do?

Variations

This lesson is the second of a three-part series including Lessons 28, "A Multi-Ethnic Society" and 30, "Preserving Your Culture." Activities in those lessons may be applicable to this lesson as well.

Appendix

posters: cross-cultural incidents, page 432

Concerns

Some students may not be aware that people of many races and nationalities come to the U.S. as refugees. There have always been many "new" groups of people experiencing the process of cultural adjustment.

For as long as they have been in refugee camps, the students may have been treated as "special" people with "special" problems. When they arrive in the U.S., refugees may assume that people will treat them with a certain "priority" or "understanding" of their situation. In fact, very many people in the U.S. are not aware of the refugee situation while others are hostile to the newcomers. When the refugees' expectations of special treatment are not met by reality, adjustment problems may occur.

29 Refugees in the U.S.

Bits and Pieces

1 *There are many groups of refugees in the U.S.*

Refugees have arrived from:

- *Africa*
- *Asia*
- *Eastern Europe*
- *Latin America*
- *Near East*
- *Soviet Union*

There are refugees in all fifty states.

2 *For newcomers to a new cultural environment many things will be unfamiliar. Often, other people don't realize that someone is feeling confused or disturbed. It is important to ASK for information, advice or assistance, in order to build a better understanding of one's new cultural surroundings.*

Neighbors, friends, relatives and community service providers are all sources of help and support. Mutual Assistance Associations are also sources of information and assistance.

3 *Mutual Assistance Associations*

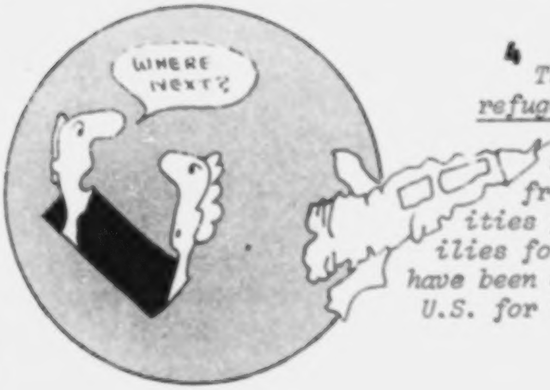
MAAs are refugee self-help groups that provide mutual support and preservation of culture for one or more ethnic groups involved in the Association. MAAs vary widely in organization and function.

- *Some are organized by one ethnic or nationality group. Others are organized by refugees from a particular region in the world (e.g. Southeast Asia, Latin America).*
- *Groups may be mainly social, educational/cultural, religious, professional or political in focus.*
- *Other groups of people with distinct needs (e.g. senior citizens, veterans, women, students, unaccompanied refugees) have organized their own MAAs.*

SINUSIAN MAA

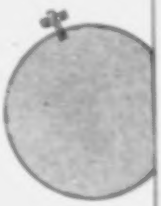
MAAs may be staffed by volunteers or paid workers. Their funding may come from government program money or from donations and fund-raising events. Funding for these programs may not always be constant. Therefore, services offered may vary.

29 Refugees in the U.S.



4 *There have always been refugees in the world. People have been on the move, seeking safety, security, freedom and expanded opportunities for themselves and their families for a long, long time. Refugees have been coming to what is now the U.S. for hundreds of years.*

5 *A REFUGEE IS: a person who fled his or her country owing to a well-founded fear of persecution for reasons of race, religion, nationality or political opinion and who is unable to return.*



6 *Their arrivals have been met with joy, concern, disinterest or hostility. While many people in the U.S. have been involved and interested in helping refugees adjust to life in their new country, others have been unaware of who the refugees are and why they came to the U.S. Still others have been antagonistic or unfriendly perhaps believing that refugees receive special privileges or take scarce jobs and housing.*

7 *Refugees have made many fine contributions to American society in a variety of areas (the arts, politics, education, etc.). In fact, some people who were refugees have become quite well known.*

NO TRESPASSING

29 Refugees in the U.S.

Planning

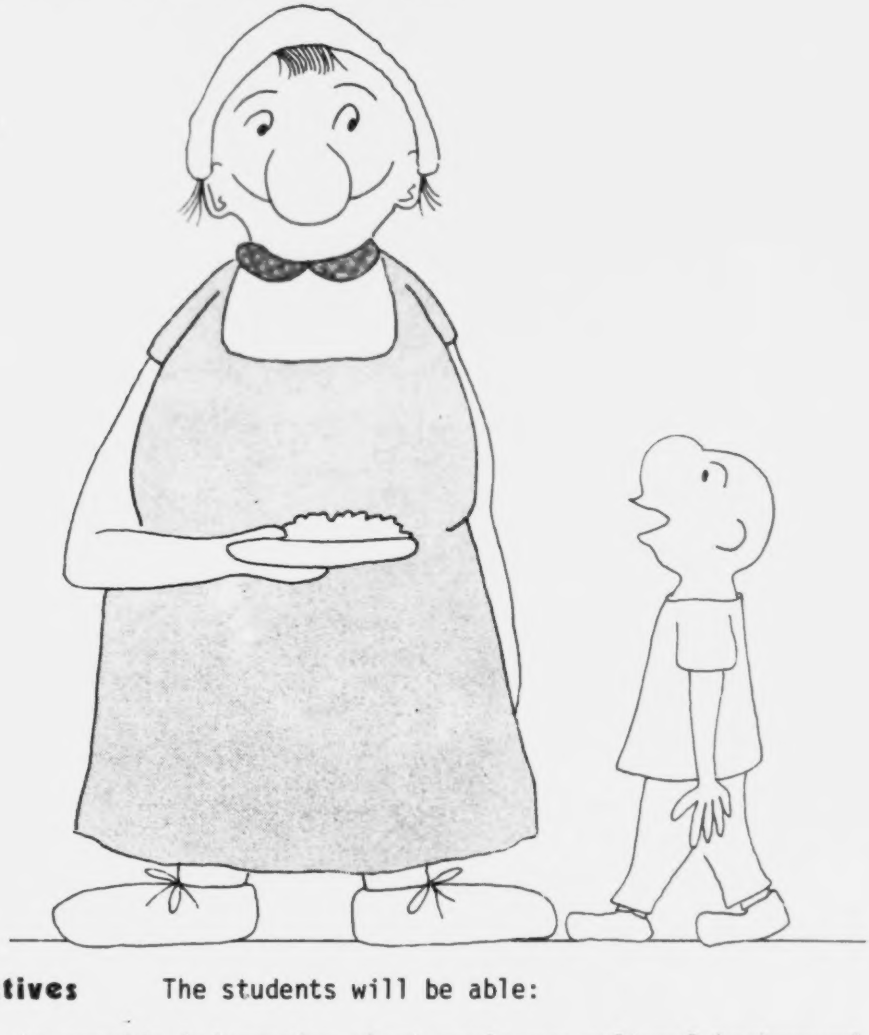
HOW WOULD YOU LIKE TO BE IN MY SHOES?

Lesson 30

Preserving Your Culture

"Mom, why don't you wear blue jeans like Johnny's mother does? You look like you're still in the old country."

Some refugees will adopt many parts of American culture, and not keep parts of their own. Others will choose different patterns of cultural adjustment. In this lesson, students will identify some of the elements of "culture" in order to be able to better decide how they want to integrate American culture with their own.



Objectives The students will be able:

- to provide information about one's own cultural background and traditions.
- to identify ways to preserve one's culture in the U.S.

30 Preserving Your Culture

Rationale

Once they resettle in the United States, refugees will be living surrounded by a different culture (or different cultures). By identifying aspects of their traditional culture that they want to preserve and finding ways to continue those practices in the U.S., people can give themselves a sense of security or familiarity in the midst of all that is new around them. They can also add to the cultural richness and dynamism of the U.S.

Skills

assessing needs

determining priorities

explaining

performing

Materials

Item	Quantity	Activity
newsprint	4 per class	3b, 3c
felt marker	2 per class	3b, 3c
flashcards: proverbs*	1 set per class	3d
flashcards: blank	5-10 per class	3d

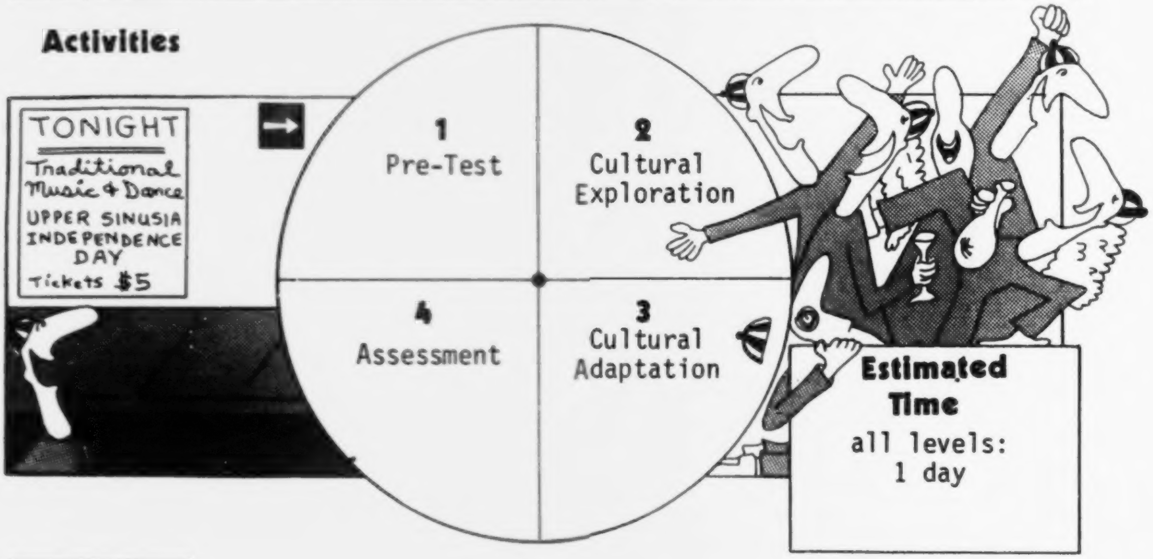
* preparation needed before class

Language

	Vocabulary	Literacy
Can I do this in the U.S.? Is it OK in the U.S.?	holiday song dance food	

30 Preserving Your Culture

Activities


TONIGHT
Traditional Music & Dance
UPPER SINUSIA INDEPENDENCE DAY
Tickets $5
1 Pre-Test
2 Cultural Exploration
3 Cultural Adaptation
4 Assessment

Estimated Time
all levels:
1 day

1 Pre-Test

Culture. Students list things that they think are part of their culture.

- The day before this lesson, Brainstorm with the students (see Techniques) a list of aspects of their culture. The list might include:

  * clothing and jewelry
  * dances and song
  * handicrafts
  * tools
  * food
  * architecture
  * musical instruments
  * religious beliefs and practices
  * history
  * social customs
  * child birth
  * practices
  * holidays
  * attitudes
  * ways of relating to people

- Ask the students to bring items or stories that are part of their cultural traditions to class the following day.

2 Cultural Exploration

a Cultural Identity. Students provide information about their culture, and demonstrate some cultural practices.

- Have students display, demonstrate and/or explain aspects of their culture relating to the items they bring to class (in response to the previous day's request). They may want to sing songs, tell stories or folktales, share some food or perform a special ceremony.
- If possible, involve several classes of different cultural groups. Students move from classroom to classroom participating in the demonstrations or simply watch and listen.
- Ask specific clarification questions about each item shown or

used and each aspect of their culture mentioned or explained.

b Proverbs. Students memorize some American proverbs and say some of their own proverbs in order to share aspects of both cultures.

- Present a proverb. Explain or elicit the explanatation from the students.
- Ask students to give a proverb on the same topic from their culture.
- Have students create dialogues in which they use the proverb in an appropriate way.
- Continue with other proverbs.

Don't count your chickens before they hatch.

3 Cultural Adaptation

a Changes. Students identify changes in their practice of traditional cultural behaviors since coming to the country of asylum, and possible changes upon resettling in the U.S.

- Ask students to identify things that have changed regarding their cultural practices since coming to the refugee camp.
  - * Do you still dress the way you did in your native country? Why or why not?
  - * Do you still practice your religion? Why or why not?
  - * How do you feel about the changes that have taken place?
- Ask students to identify possible changes regarding their cultural practices once they are in the U.S.
  - * Will you be able to wear what you wore in your native country? Why or why not?
  - * Will you be able to practice your religion?
  - * Will you be able to eat traditional foods?
  - * How do you feel about these possible changes?

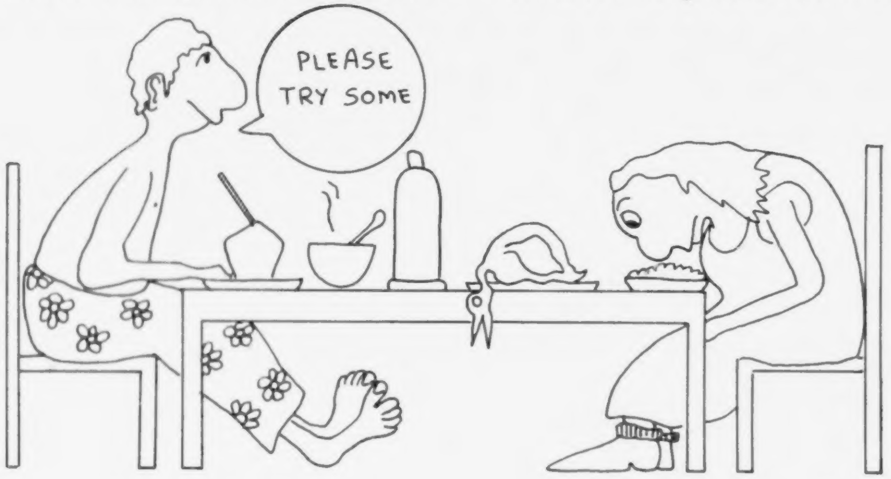
b For the Children. Students determine priorities concerning aspects of their culture they want their children to preserve.

- Have the class form two groups. Distribute newsprint and a felt marker to each group. Ask the students to answer the following questions by drawing or writing on the newsprint:
    - * Once you are in the U.S., what will you teach your children about life in _____ (students' native country)? Be specific!
    - * What is important for them to know about being a member of your ethnic group?
    - * What is important for them to know how to do?
    - * What are the most important things? Less important?
    - * How will you teach them?
- Have each group present and explain its list or drawings to the other group.
- Offer information about resources in some communities in the U.S. for maintaining cultural practices (e.g. ethnic community centers, Mutual Assistance Associations).

c For Yourself. Students identify ways in which to preserve their culture in the U.S.

- Follow the procedure of the previous activity. Ask:
    - * Which parts of your culture will you probably want to preserve in the U.S.?
    - * Which parts are most important to you? Less important?
    - * How will you be able to preserve those aspects of your culture?

- Offer additional suggestions such as sharing holidays, other celebrations or cultural events with interested neighbors and friends.



4 Assessment

Choose a Ceremony. Students demonstrate a traditional cultural practice and explain the practice to interested neighbors and friends in a simulated situation.

- Have the class form two groups. Ask each group to choose one traditional cultural practice related to a particular holiday or social event (e.g. New Year, marriage) that they would like to preserve in the U.S. They plan, demonstrate and then explain that practice to the other group. The students in the other group act as American neighbors, sponsors or friends, asking clarification questions along the way.
- Vary this by involving several classes. Each class can present one ceremony or practice and the teachers (and supervisors and other guests) can act as the interested neighbors and friends.

Notes

Preparation

Be sure to ask the students (a day ahead of the lesson) to bring items representing aspects of their culture to the class.

American proverbs can be found in the ESL Miscellany, Pro-Lingua Associates. (See Appendix).

Language

Advanced Vocabulary. culture, customs, tradition(al), preserve.

Advanced Structures. We do this (every day, sometimes, on New Year Day).

Variations

See Lesson 23, "Family Structures," Activity 3b. It can be presented as part of Activity 3b in this lesson.

This is the third of a three-part series including Lesson 28, "A Multi-Ethnic Society" and Lesson 29, "Refugees in the U.S." Activities in both those lessons can be used in this lesson as well.

Show a videotape or slide show of people of the students' cultural background performing some traditional practices while in the U.S.

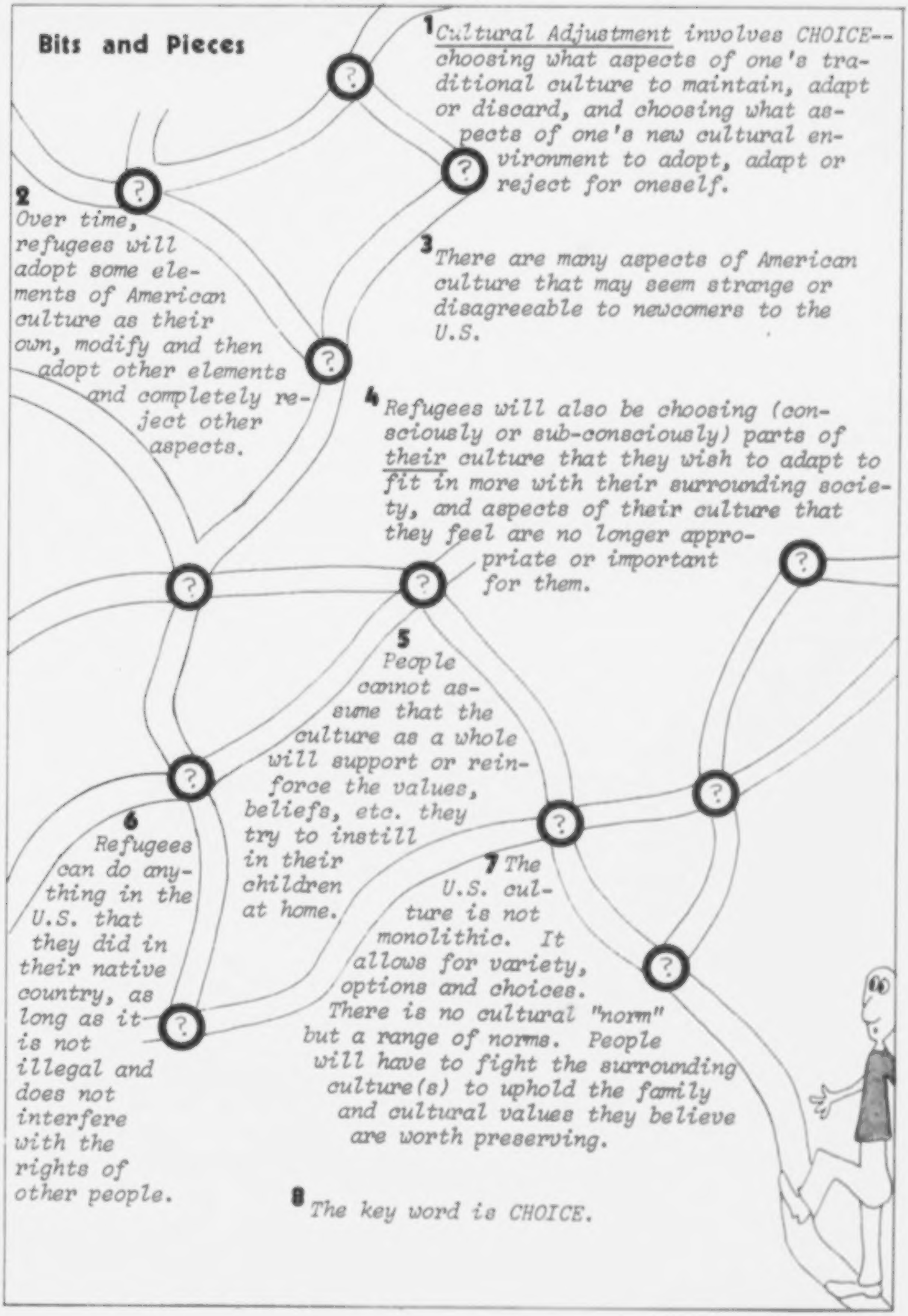
Concerns

It's helpful to remind students that regardless of how many elements of American culture they adopt, they will always retain elements of their own culture.

Be sure to mention that it is only through their efforts that ethnic festivals and celebrations can be organized and take place.

30 Preserving Your Culture

Bits and Pieces



1 Cultural Adjustment involves CHOICE--choosing what aspects of one's traditional culture to maintain, adapt or discard, and choosing what aspects of one's new cultural environment to adopt, adapt or reject for oneself.

2 Over time, refugees will adopt some elements of American culture as their own, modify and then adopt other elements and completely reject other aspects.

3 There are many aspects of American culture that may seem strange or disagreeable to newcomers to the U.S.

4 Refugees will also be choosing (consciously or sub-consciously) parts of their culture that they wish to adapt to fit in more with their surrounding society, and aspects of their culture that they feel are no longer appropriate or important for them.

5 People cannot assume that the culture as a whole will support or reinforce the values, beliefs, etc. they try to instill in their children at home.

6 Refugees can do anything in the U.S. that they did in their native country, as long as it is not illegal and does not interfere with the rights of other people.

7 The U.S. culture is not monolithic. It allows for variety, options and choices. There is no cultural "norm" but a range of norms. People will have to fight the surrounding culture(s) to uphold the family and cultural values they believe are worth preserving.

8 The key word is CHOICE.

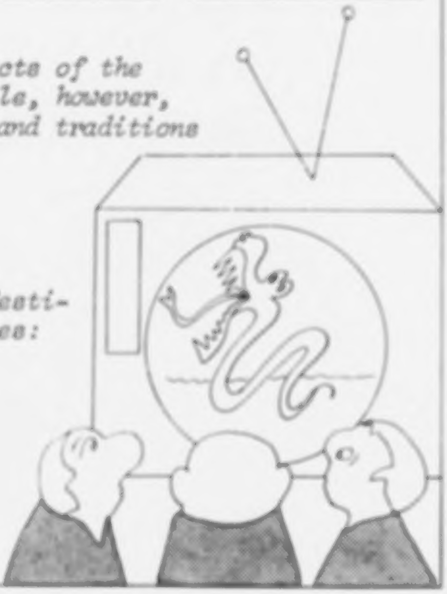
9 *Children are exposed to many new cultural pressures in the U.S., particularly from classmates and playmates. The children may have a different cultural identification from that of their parents. This does not necessarily mean they will become "instant Americans." It does mean parents may have to help the children feel a sense of cultural pride. They could offer their children the opportunity to study their native dance or language at an ethnic community center. Compromise may be helpful so children don't totally reject their traditional culture. For instance, both English and the native language could be spoken at home, and both traditional and American foods could be served.*

10 *It will be more difficult to preserve all aspects of their culture in the U.S., particularly if refugees live in an area with few other members of their cultural group. These offer some help:*

11

Ethnic Community Centers	***Neighbors and Relatives***	***Libraries***	***Mutual Assistance Associations***
- holiday and religious celebrations *- native language native cooking and dance classes*	*- sharing holiday celebrations* *- sharing folktales, songs, etc.*	*- picture books* *- books about history, geography, folktales, etc.*	*- refugee self-help organizations* *- political, social, religious or professional meetings*

12 *Americans may not understand many aspects of the refugees' culture. It might be possible, however, for refugees to express their culture and traditions through local ethnic festivals.*



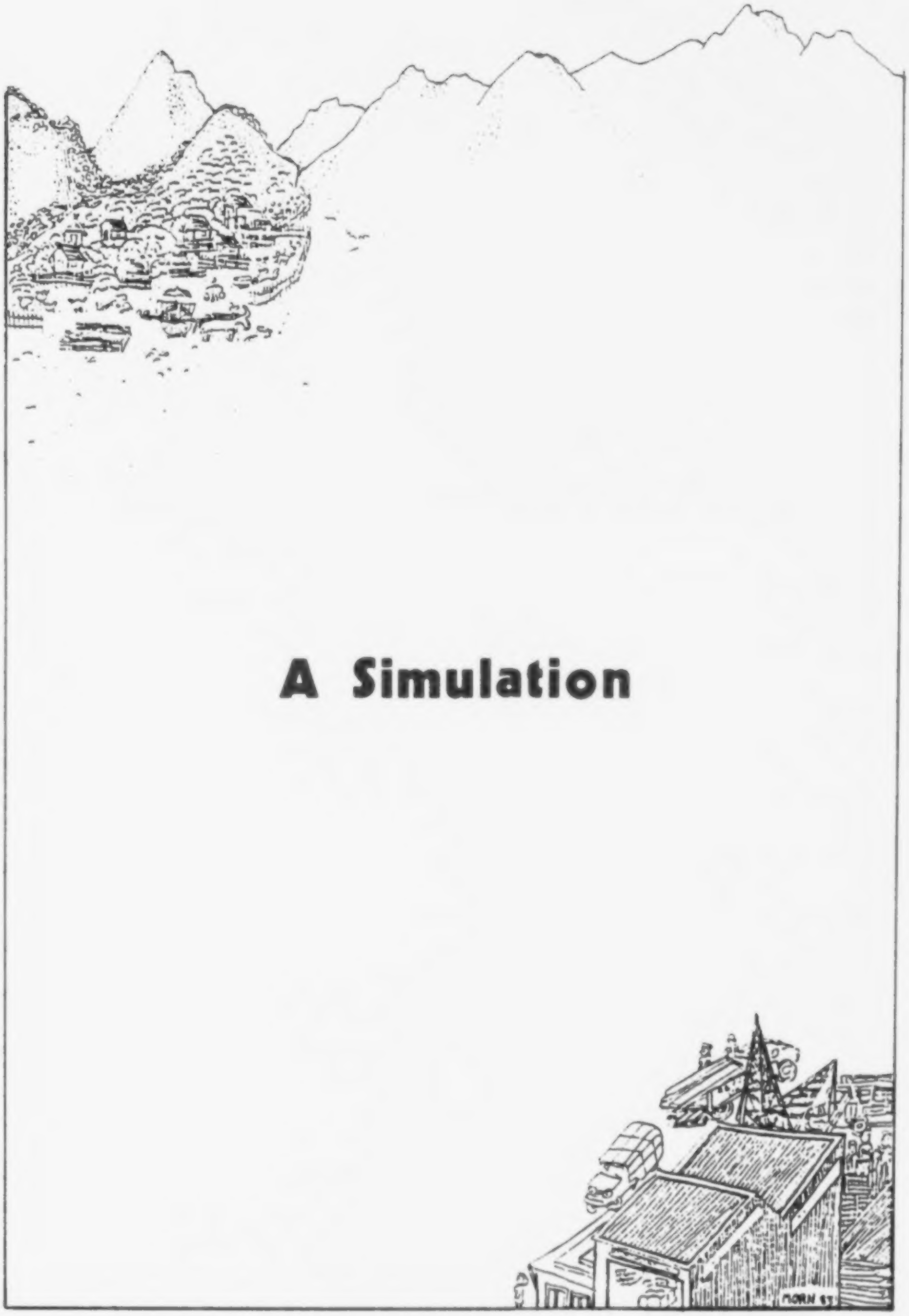
13 *Ethnic Celebrations:*

Many Americans participate in ethnic festivals throughout the year. Some examples:

- ** St. Patrick's Day*
- ** Chinese New Year*
- ** Mardi Gras*
- ** Cinco de Mayo*
- ** Oktoberfest*

Planning

LIVE
AND LET
LIVE



A Simulation

A Clinic And A Pharmacy

Simulation

This simulation requires a large room which can be divided into six stations and English speakers who can work at each station. Students make appointments and give their medical history. They see a "doctor," fill a prescription at a "pharmacy" and pay their bills. The simulation provides a context for understanding some aspects of the U.S. health care system. Students gain confidence in their ability to use medical facilities despite limited skills in English.

Central Clinic
Pharmacy

Objectives The students will be able:

- to read and dial a telephone number correctly.
- to make an appointment to see a doctor, stating name, illness and telephone number.
- to record and state one's appointment information, including date, time and doctor's name.
- to give one's medical history orally or in writing.
- to follow simple instructions during a medical examination.
- to read, restate or demonstrate the instructions for using prescription medicine.
- to pay a bill and count the change.

A Clinic And A Pharmacy

Materials

Getting Ready

playing board*
number cube*
bottlecaps (1 per student)
information sheets*

Station 1

feedback sheets*
money
appointment slips*
clock
calendar
telephones (6)
   or intercoms (3)
small tables (6)
chairs (6)
partition screens (2)
benches (20 people)

Station 2

table
chair
sign: RECEPTIONIST*

Station 3

large tables (2)
benches (20 people)
medical history forms*
poster: medical history
   form (bilingual)*

Station 3 (Cont.)

pencils
scales (2)
wall tape measures (2)
signs: NO SMOKING
   WAITING ROOM*

Station 4

stethoscope, thermometer,
tongue depressor (4 each)
prescription papers*
tables (4)
chairs (8)
long benches (8)
doors (4)
partitions (6)
signs: EXAMINATION ROOM* (4)

Station 5

table
chair
money
sign: RECEPTIONIST*

Station 6

table
medicine containers* (15)
teaspoons, tablespoons (3 each)
bottles of water (2)
money
sign: PHARMACY*

* preparation needed before class

Preparations

This simulation is best done together with English as a Second Language teachers who have prepared students for interactions with health providers during previous classes.

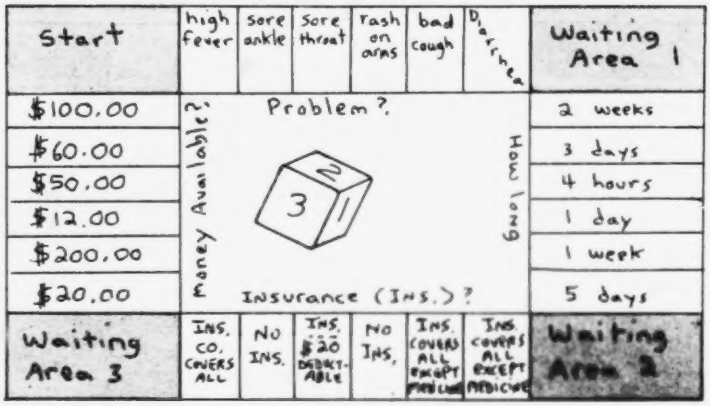
It is important to conduct this activity after the students have studied about basic U.S. medical services and practices including: the importance of making and keeping appointments; kinds of personal health data they will be asked; common instructions given during a medical examination; the importance of following instructions on medicine labels; and, U.S. currency.

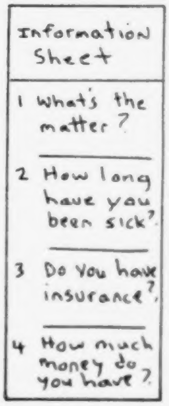
Getting Ready

Before the students can make an appointment and visit the doctor, they must know certain information. They need to know what their sickness is and how long they have been ill. They must also know whether or not they have medical insurance and how much money they have available for health care costs (e.g. examination or medicine).

The following activity, which prepares students with the information they need, can be conducted one to three days before the simulation.

Play a board game. Place the playing board on the table or floor. Have the students stand or sit around the board so that everyone can see it. Review each "square" on the board, making sure that all students understand the words and pictures. Distribute one information sheet and one bottlecap to each student.


Start
high fever
sore ankle
Sore throat
rash on arms
bad cough
Diarrhea
Waiting Area 1
$100.00
$60.00
$50.00
$12.00
$200.00
$20.00
Money Available?
Problem?
How long
2 weeks
3 days
4 hours
1 day
1 week
5 days
3
2
1
Insurance (INS.)?
Waiting Area 3
INS. CO. COVERS ALL
NO INS.
INS. $20 DEDUCT-ABLE
NO INS.
INS. COVERS ALL EXCEPT
INS. COVERS ALL EXCEPT MEDICINE
Waiting Area 2


Information Sheet
1 What's the matter?
2 How long have you been sick?
3 Do you have insurance?
4 How much money do you have?

Ask one student to throw the number cube and move his or her bottlecap from the "start" square the number of spaces shown on the cube. The student then explains the information in the square and records it on the information sheet. The student moves the bottlecap to the square labeled "Waiting Area #1" and waits until the rest of the students have recorded information about their sicknesses.

The students repeat the process to find out how long they have been sick and then move to "Waiting Area #2." They continue playing to to see whether or not they have medical insurance and how much money they have available for health care costs.*

Instruct the students to bring the information sheets with them to the simulation.

* Note: Because of time limitations, the number of participants involved and the students' ability, it may be necessary to eliminate the insurance portion from the game and the medical history form.

A Clinic And A Pharmacy

Station 1

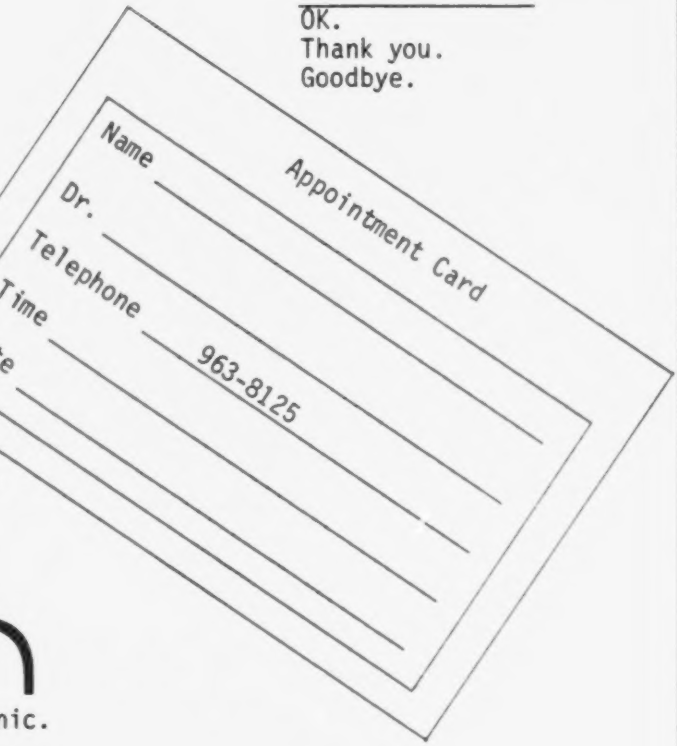
Instructions

The phone's over there.
Please take this money and
this paper.
(feedback sheet)
Call the doctor.
Make an appointment.
Write your name.
the date.
the time.

Student

Hello.
I need an appointment.
I have a ______.
______ at ______? OK.
(day) (time)
My name is ______.
(My telephone number is)
____
OK.
Thank you.
Goodbye.

Feedback
Sheet



Appointment Card
Name
Dr.
Telephone 963-8125
Time
Date

Receptionist

Hello. Medical clinic.
Can I help you?
What's your problem?
Can you come ________
(day)
at ______ to see Dr. _____?
(time)
What's your name? Spell it please.
What's your telephone number?
See you _________.
Good-bye.

Literacy

DR. TEL. (numbers)
NAME DATE TIME
(numbers)

Station 2

Instructions

Go to the receptionist.
Stand in line.

Receptionist

Your name, please.
Which doctor are you here to see?
What time is your appointment?
What's your problem?
(What's the matter?)
Please take this form.
Please have a seat in
the waiting room.

Receptionist

Appointment Card

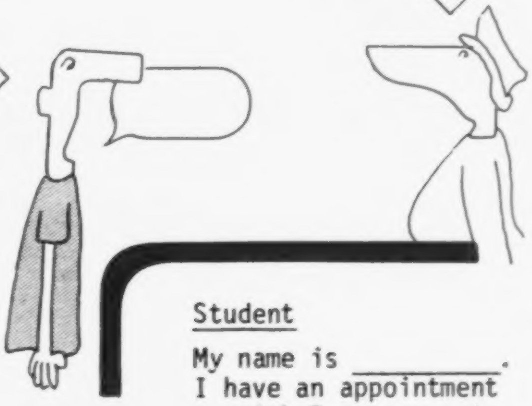
Name ____
Dr. ____
Telephone ____ 963-8125
Time ____
Date ____

Is the information the same?

Patient

Appointment Card

Name ____
Dr. ____
Telephone ____ 963-8125
Time ____
Date ____



Student

My name is ________.
I have an appointment
with Dr. _____ at _____
I have a ________.
Thank you.

Literacy

DR. TEL. (numbers)
NAME DATE (numbers)
TIME (numbers)

A Clinic And A Pharmacy

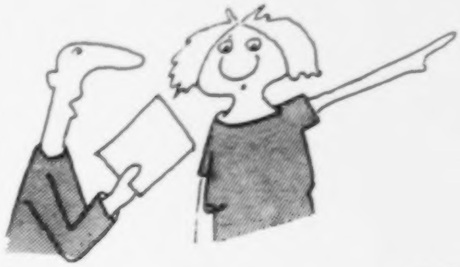
Station 3

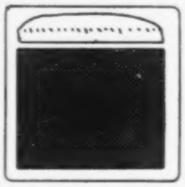
Instructions

Complete the medical history form.
Please step over here.
Take off your shoes.
Please wait (sit) over there.

Nurse

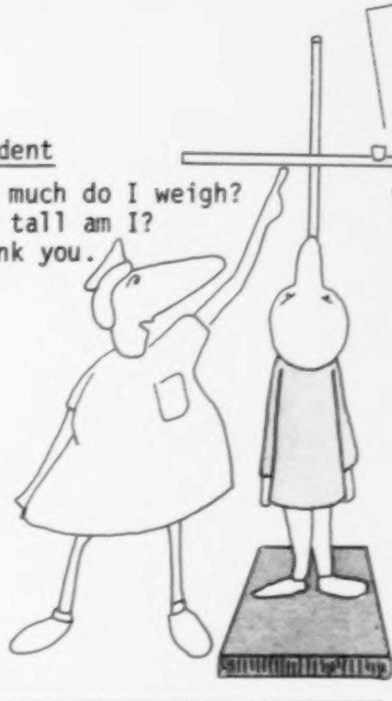
You weigh _____ pounds.
You are _____ feet _____ inches tall.

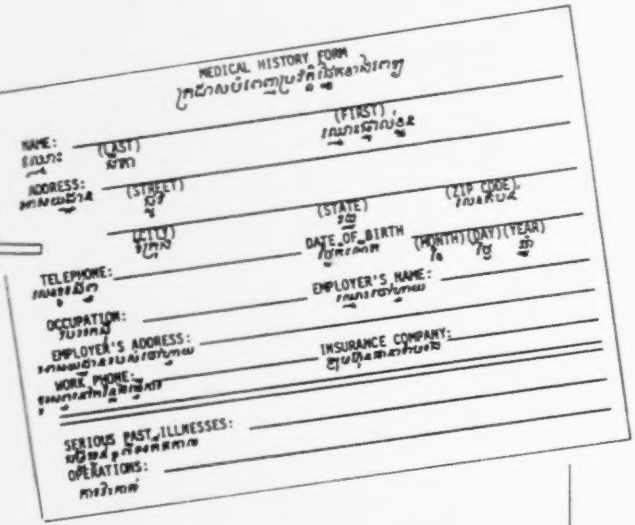




Student

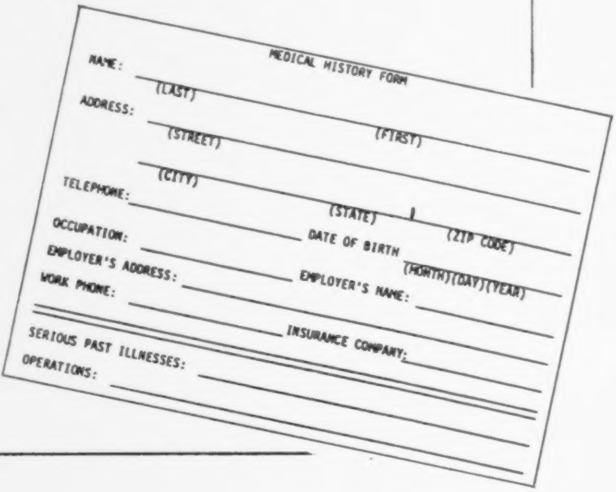
How much do I weigh?
How tall am I?
Thank you.





MEDICAL HISTORY FORM

NAME: (LAST) (FIRST)
ADDRESS: (STREET) (ZIP CODE)
(CITY) (STATE)
DATE OF BIRTH (MONTH)(DAY)(YEAR)
TELEPHONE:
EMPLOYER'S NAME:
OCCUPATION:
EMPLOYER'S ADDRESS:
INSURANCE COMPANY:
WORK PHONE:
SERIOUS PAST ILLNESSES:
OPERATIONS:



MEDICAL HISTORY FORM

NAME: (LAST) (FIRST)
ADDRESS: (STREET)
(CITY) (STATE) (ZIP CODE)
TELEPHONE:
OCCUPATION: DATE OF BIRTH (MONTH)(DAY)(YEAR)
EMPLOYER'S ADDRESS: EMPLOYER'S NAME:
WORK PHONE:
INSURANCE COMPANY:
SERIOUS PAST ILLNESSES:
OPERATIONS:

Literacy

WAITING ROOM
NO SMOKING
(numbers: height and weight)
(medical history form)

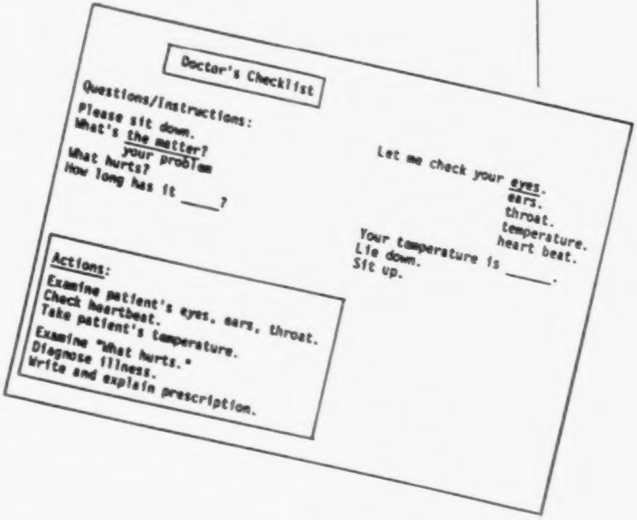
Station 4

Instructions

Please come in and sit down.

Doctor

Hello. What's the matter?
How long have you had
_____?
Does this hurt?
Let me check your eyes.
ears
temperature
heartbeat
Your temperature is _____.
You have _______.
Here's a prescription
for _______.
Take 2 teaspoons before meals.
tablets after
3/4 times a day.

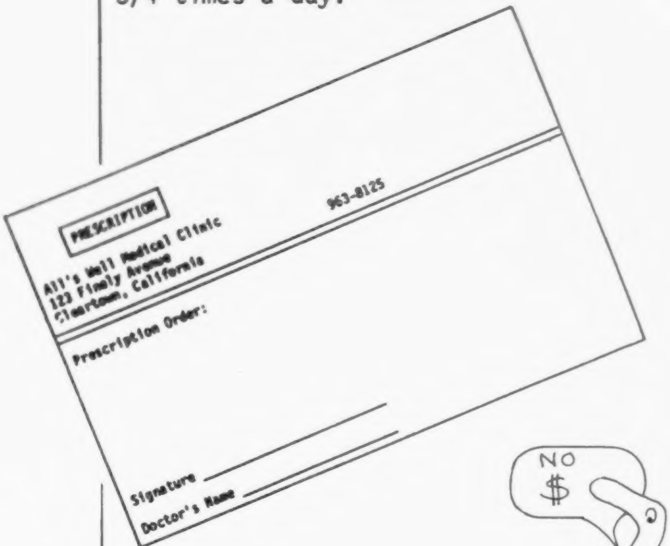


Doctor's Checklist

Questions/Instructions:
Please sit down.
What's the matter?
your problem
What hurts?
How long has it _____?

Let me check your eyes.
ears.
throat.
temperature.
heart beat.
Your temperature is _____.
Lie down.
Sit up.

Actions:
Examine patient's eyes, ears, throat.
Check heartbeat.
Take patient's temperature.
Examine "What hurts."
Diagnose illness.
Write and explain prescription.



PRESCRIPTION

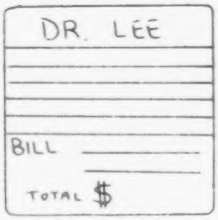
All's Well Medical Clinic
123 Finely Avenue
Cleartown, California

963-8125

Prescription Order:

Signature _______

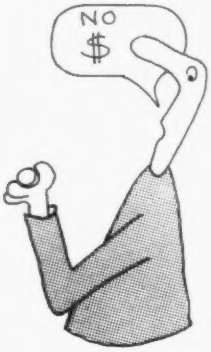
Doctor's Name _______



DR. LEE

BILL _______

TOTAL $



Student

Hello.
I have a _________.
3 days
Yes/No.
How many do I take?
much
How often do I take it?
When them?

Thank you.

Literacy

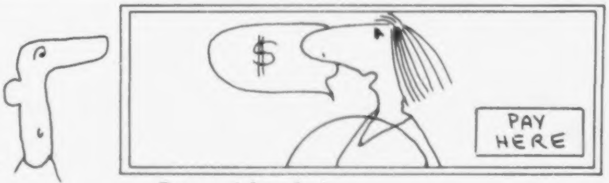
EXAMINATION ROOM
PRESCRIPTION
(medicine labels)

A Clinic And A Pharmacy

Station 5

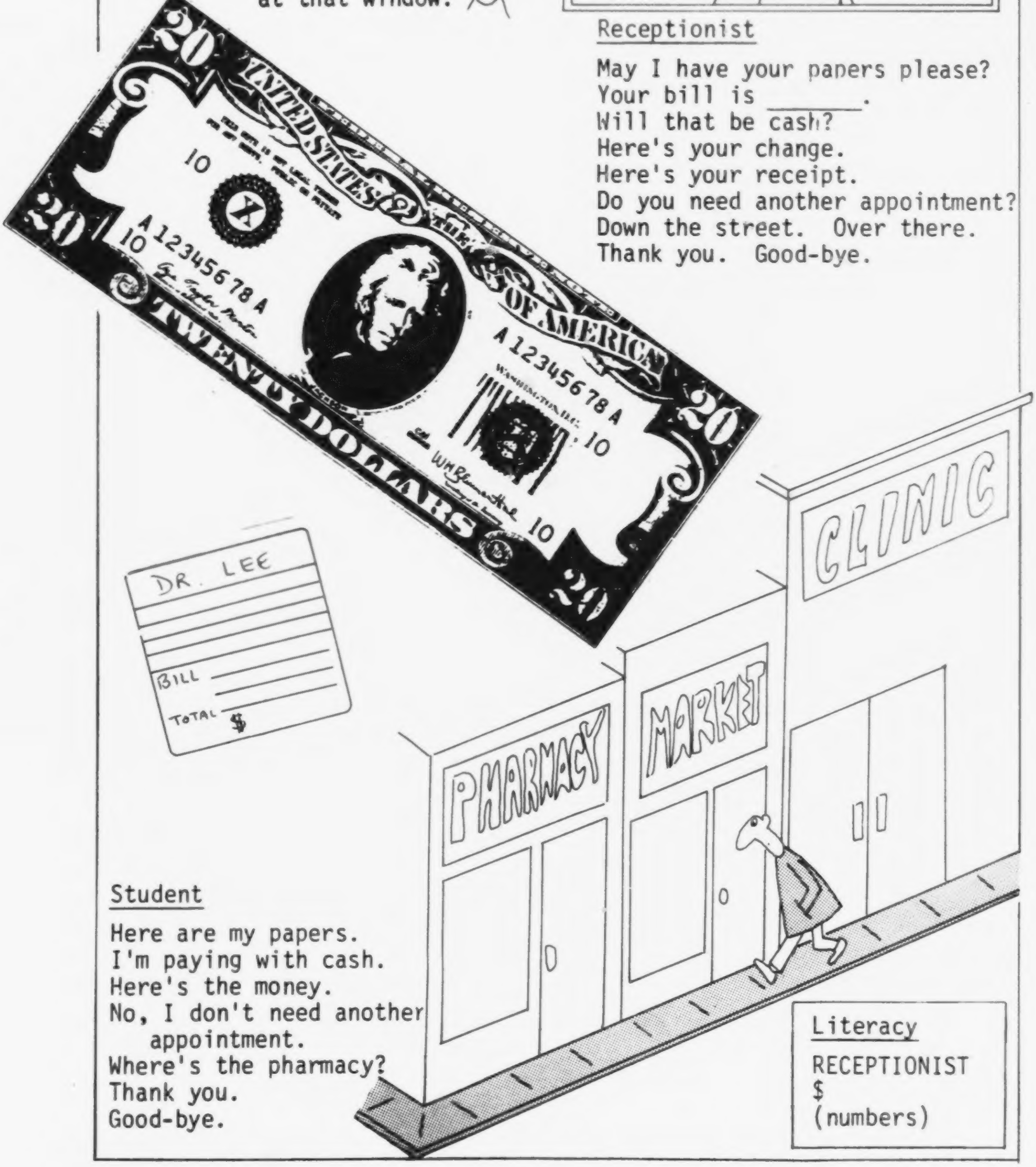
Instructions

Please pay before leaving.
here.
over there.
at that window.



Receptionist

May I have your papers please?
Your bill is _______.
Will that be cash?
Here's your change.
Here's your receipt.
Do you need another appointment?
Down the street. Over there.
Thank you. Good-bye.


20
UNITED STATES
OF AMERICA
TWENTY DOLLARS
A 12345678 A
10
X
DR. LEE
BILL
TOTAL $
CLINIC
MARKET
PHARMACY

Student

Here are my papers.
I'm paying with cash.
Here's the money.
No, I don't need another appointment.
Where's the pharmacy?
Thank you.
Good-bye.

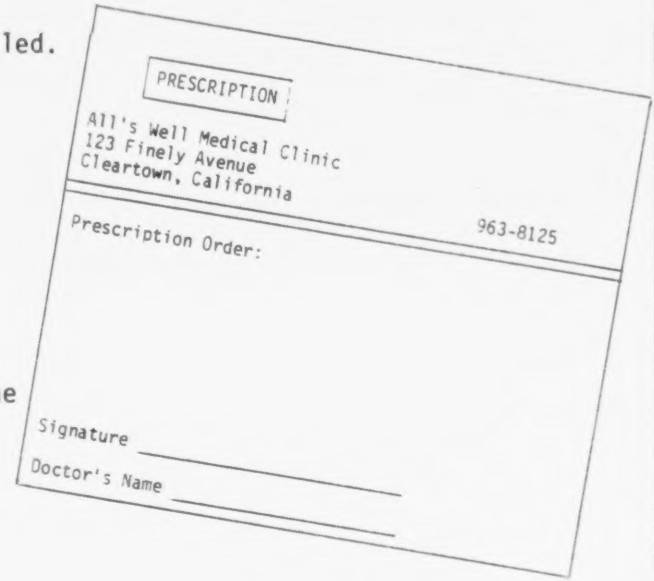
Literacy

RECEPTIONIST
$
(numbers)

Station 6

Instructions

Get the prescription filled.
this



PRESCRIPTION

All's Well Medical Clinic
123 Finely Avenue
Cleartown, California

963-8125

Prescription Order:

Signature ____________

Doctor's Name ____________

Pharmacist

May I help you?
Just a minute, please.
Here's the medicine.
Please read the label.
Do not share the medicine with anyone.
That's $ ______.
Here's your change.
Good-bye.

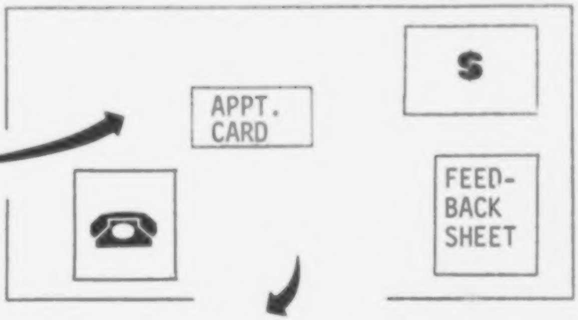
Student

Excuse me.
Can you fill this prescription?
How many do I take?
much
(I take 2 teaspoons.)
How often do I take it?
When
(I take it ___ times a day after meals.)
before
How much is it?
Thank you.
Good-bye.

Literacy

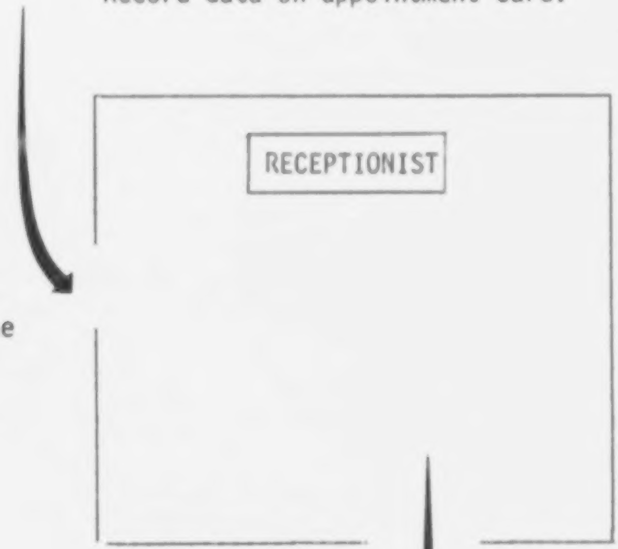
PHARMACY
(prescription labels)
$
(numbers)

A Clinic And A Pharmacy


APPT. CARD
$
FEED-BACK SHEET
☎

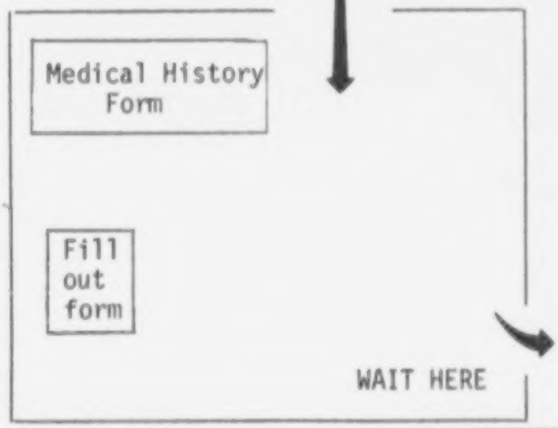
Station 1

Collect money and feedback sheet. Make an appointment for a medical examination using the telephone. Record data on appointment card.


RECEPTIONIST

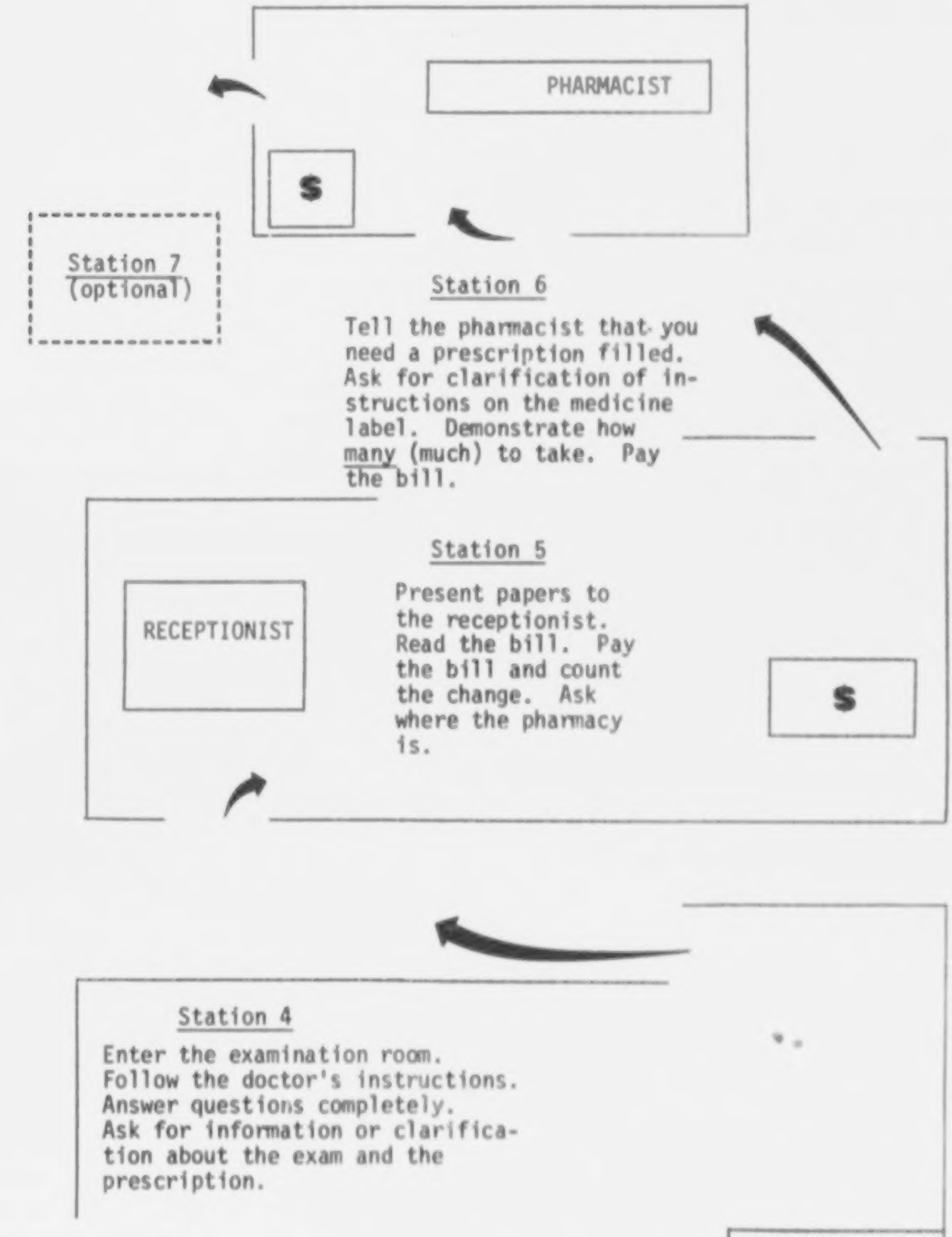
Station 2

Check in with the receptionist. State name, time, reason for appointment and doctor's name.


Medical History Form
Fill out form
WAIT HERE

Station 3

Read the medical history form on the wall. Fill out a medical history form. Get weighed and measured when called by the nurse. Wait until called to see a doctor.



Station 7 (optional)

Station 6

Tell the pharmacist that you need a prescription filled. Ask for clarification of instructions on the medicine label. Demonstrate how many (much) to take. Pay the bill.

Station 5

Present papers to the receptionist. Read the bill. Pay the bill and count the change. Ask where the pharmacy is.

Station 4

Enter the examination room. Follow the doctor's instructions. Answer questions completely. Ask for information or clarification about the exam and the prescription.

A Clinic And A Pharmacy

Interactions

Instruct the "workers" at each station to:

- vary their attitude toward the "patients" or customers, showing patience, annoyance, interest, indifference, etc.
- use complicated language and speak quickly, occasionally--and check to see if students ask for clarification.

Instruct some students to:

- smoke a cigarette in the room with the NO SMOKING sign.
- forget to bring money to the pharmacy.

The doctors can say to some students, "You don't need medicine. You need an operation. It will cost $____. Do you have insurance?"

Have a teacher approach a student after the "pharmacy" and ask to have some of that medicine for a headache. Note on the feedback sheet whether or not the student offered to share the prescription medicine.

Follow-up

Follow-up activities can be done the following day in class or individually at the close of the simulation. (Add one more station: Feedback. One teacher meets with each student as he or she finishes.)

Steps. Have students explain the steps they went through in the simulation and the reasons for each activity (e.g. recording appointment data, filling out a medical history form, demonstrating how much medicine to take).

Roles. Ask students to describe parts of the simulation for which they felt well prepared and parts where they need more practice.

Feedback Sheets. Skim comments made by the station "workers." Report to the class the general and specific areas in which the students performed well. Review areas in which students had difficulty.

Presentation. Show a video or slide show of a person making a doctor's appointment, going to the exam and having a prescription filled at a pharmacy "in the U.S." Have students identify what the person is doing and what is the same or different from what the students did in the simulation.

Brainstorm. Have students name ways in which they can help create a good relationship with the health provider (e.g. answer all questions completely, ask clarification questions, bathe before going to the exam).

Forms. Explain the importance of being able to read and complete forms completely and correctly. Distribute different short sample forms each day to give students practice with form language.

Notes

Preparation

Space. A large auditorium-sized room is the optimum place to hold this simulation. Several rooms adjacent to each other would also be fine.

Feedback Sheet. Refine the objectives and tasks to meet your students' abilities. Design the feedback sheet accordingly.

Medical History Form. An 8½" x 11" version of a more advanced form is in the Appendix. Be sure to choose language the students are able to master and have them practice completing the form in class once or twice before the simulation.

Classroom Aides. Rehearse the simulation steps and language with the aides ahead of time.

In Class. Introduce the idea, purpose and structure of the simulation a day or two before the activity. Show students a floorplan of the simulation and explain what will be expected of them.

Variations

Getting Ready. Other ways to have students gather personal information for the simulation include throwing picture cubes, selecting drawings or simply deciding for themselves what their illness is, how long they've been sick, etc.

Beginning Students. The medical history form may need to be completed with the assistance of a classroom aide. If necessary, the aide could ask the questions and record students' answers on the forms. Another variation is to have students fill out the forms in class beforehand, and bring the completed forms to the simulation.

Picture Cues. Have the "pharmacist" show pictures of teaspoons, tablespoons, tablets and "before" and "after meals" along with the medicine bottles to help students explain the instructions for use.

Station 7. (For advanced students.) Instruct the doctors to check some students' information sheets--which the students prepared in advance. Have them charge more money for the medical exam than the students have. Inform students ahead of time that if they don't have enough money to pay for the exam or the medicine, they must go to Station 7 and select an area in their monthly budget from which to take some money. (What are their priorities?) After this process, the "budgeting station" worker sends them back to the clinic, along with more money, to pay the bill. Follow-up discussion can focus on what areas in their monthly budget (e.g. food, housing, transportation, laundry, entertainment, clothing, etc.) they felt money could be taken from in order to pay for health care, and why.

Appendix

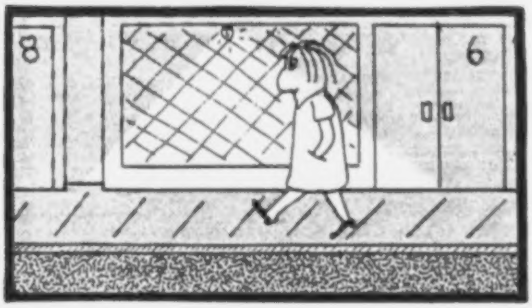
handout: feedback sheet, page 384.

A Clinic And A Pharmacy

Planning

PHARMACY
MARKET
CLINIC

Cultural Orientation



Imagine for a moment that you witness this scene taking place in another country: A woman is walking along an empty city street in the early evening. Stores are closing and lights are blinking on. Suddenly a man appears in front of her, smiles, says a word of greeting and holds out his hand. She frowns and hurries past. She ducks into a doorway and enters a house where a group of people are standing around talking. Another man greets her, smiles and offers his hand. This time she returns both the smile and the handshake.

As a newcomer to this country, try to answer the following questions:

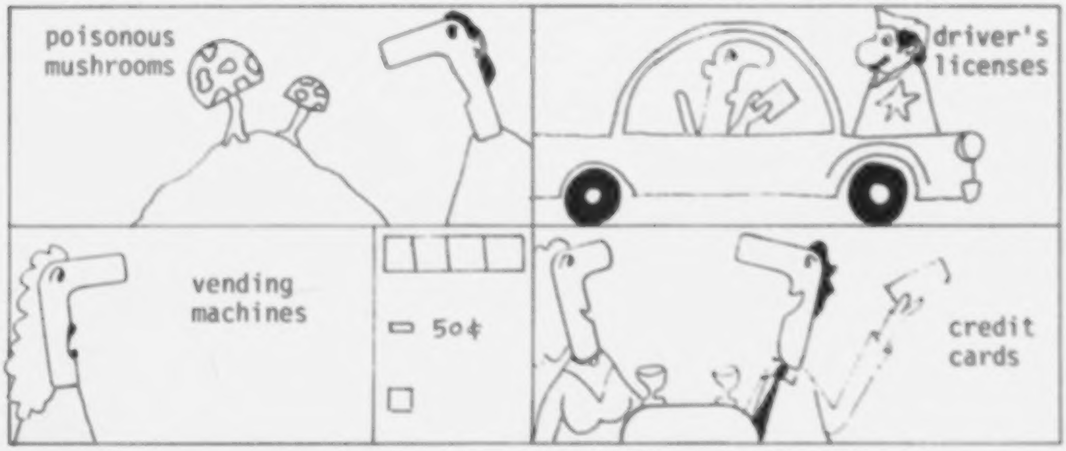
- What happened? What did you see?
- Was there a problem? If so, what was it?
- How does this make you feel? Has this ever happened to you?
- Why do you think this happened? What were the circumstances?
- What did it mean? What did it mean to you?
- What will you do?

Let us assume further that you do not speak the language, you have never lived in a big city and you are still unfamiliar with the customs for greeting as practiced in this new country. This makes it even more difficult to answer the questions: "What happened? Was there a problem? If so, what was it?" The encounter becomes a puzzle where a few of the pieces--some large and some small--either seem to be out of place or missing completely. You want to make sense out of it but you are not sure you can.

The incident described above is just one example of the countless situations newly-arrived refugees may find themselves facing in the U.S. The questions presented in the five-step sequence may not be exactly the questions they ask themselves when they encounter a problem or unusual experience but they illustrate the special search for meaning and context that occupies the stranger in a new land. The basic goal of Cultural Orientation is to help newcomers to a culture establish this context as quickly as possible and provide them with the basic knowledge, skills and attitudes they may need in order to make a successful initial transition to life in their new country. This transition may be called successful if the newcomers participate as fully as possible in their own resettlement and use available resources as efficiently and effectively as possible. Just exactly what this means for you as a teacher, both in terms of what is taught and how it is taught, is the subject of this section.

CULTURE AS SUBJECT: What Do I Teach?

For the teacher in an overseas Cultural Orientation program, the question, "What do I teach?", can be a difficult one to answer. There is so much that could be taught, so many details and insights that could prove important, it is hard to know just where to begin and where to end. There is always the temptation to add one more fact here, one more anecdote there.



To keep from being swept away in a sea of information, a teacher needs to establish some navigation points by finding some answers to the following questions:

- What do my students need to know about in their first six months of resettlement?
- What do they need to know how to do?
- What values and attitudes will enhance their ability to adapt successfully?

It is important that these questions be considered strictly from the point of view of what is essential, keeping in mind that the program is offered overseas for a limited number of weeks and is focused on preparing refugees for their first six months in the United States.

In order to get a sense of the full scope of what we are talking about when we use the word "culture," consider the following definition:

CULTURE--an integrated system of learned behavior patterns that are characteristic of the members of any given society. Culture refers to the total way of life of particular groups of people. It includes everything that a group of people thinks, says, does and makes--its customs, languages, material artifacts and shared systems of attitudes and feelings. Culture is learned and transmitted from generation to generation.*

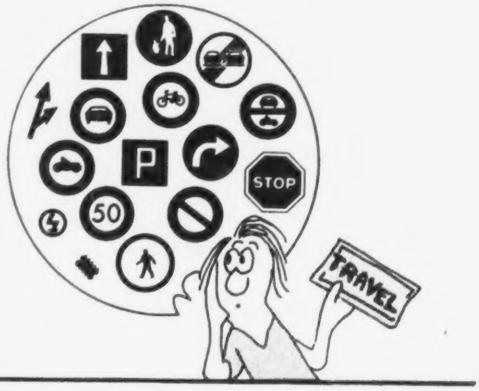
Clearly, we cannot teach someone the "total way of life" of another person--not in just a few weeks! We cannot include "everything that a group of people thinks, says, does and makes" in a curriculum. We will need to find a way to draw out the particular facts our students need to know, the things they need to be able to do, and the attitudes that may help them adjust to American life. It might be helpful in further defining the subject matter of C.O. to consider three areas: Knowledge, Skills and Values and Attitudes.

KNOWLEDGE is knowing about something. It is the facts, the information, the rules-of-thumb that give a culture its patterns.

- How much does it cost to send an airmail letter in the U.S.?
- What is a "yard sale?"
- What should I do if a dog bites me?

Answering these and the hundreds of other questions your students may ask forms a body of knowledge about culture. It may be helpful to classify information by topic area:

Orientation
Numbers and Money
Communication
Time Management
Home
Health
Society
Refugees and Immigrants
Community
Travel and Transportation
Measurement
Shopping
Finances
Employment
Resettlement
Optional/Miscellaneous



What do your students need to know about all of these topics?

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* Kohls, L. Robert. Survival Kit for Overseas Living. Chicago, Illinois: Intercultural Press, Inc., 1979.

Cultural Orientation

SKILLS are knowing how to do something. They are the talents, abilities and techniques that will help your students adapt to life in America. Some of these skills relate directly to the topics outlined above: how to count change, how to make an emergency telephone call, how to tell time, how to interpret a lease, etc. Other skills relate to the more general category of "problem-solving": Observing, identifying problems, clarifying attitudes and information, weighing options, prioritizing, etc. (Below are some additional, practical action-oriented skills that can be emphasized throughout the curriculum:)

Mimicking: the talent of copying others' habits, gestures, responses and actions, and the ability to realize when and when not to mimic. (If you are standing in line for a bus, you might want to have your money ready like the person in front, but you might not want to wink at the bus driver!)

Navigating: the ability to get around town without getting lost, to get lost and get home again, to work your way through a bureaucracy or a telephone book and get what you need.

Improvising: the art of "making-do" as well as finding substitutes, creating new options and alternatives when you are not satisfied with the ones you have.

Communicating: the ability to make yourself understood. It includes the four skill areas of language (listening, speaking, reading and writing) as well as nonverbal communication.

Can you think of any others?

VALUES AND ATTITUDES are how you feel about something. They are the beliefs, common understanding, predjudices and points of view that give a group of people a particular "character." Below are a list of common American values and attitudes that are worth exploring further:

Individuality: This expresses the value behind the phrase "do your own thing," as well as "every man for himself." In other words, there is a positive side of personal self-expression as well as a more negative side of competition.

Independence: This covers everything from the Bill of Rights (freedom of speech, freedom of press, etc.) to Americans' love for the private automobile. It is the pioneer spirit of self-reliance and the teenager leaving home at 18.

Initiative: One freedom that Americans prize highly is the freedom to succeed. Hard work and a little extra effort pay off in the end. It is the willingness to take risks.

Mobility: Americans on the go, moving around town and across country, moving from job-to-job or up the company ladder. Or, just moving for a change of view.

Even after we have sifted and sorted the almost limitless subject matter of C.O. through the categories of knowledge, skills, values and attitudes, it is still necessary to continue to work toward the bare essentials and to continue to check our list against student needs. We have asked the question, "What do our students need to know about and know how to do?" but we have not looked at who we should ask. Certainly teachers and supervisors in the program are critical, as well as individuals and organizations involved in resettlement work in the U.S. But undoubtedly the most important group to ask are the refugees themselves, both your students in camp as well as those who have already resettled. A needs assessment conducted with them will generally produce a remarkably clear and insightful statement of what they want to learn about. It also serves as an early indication to them that their participation is encouraged and that their interests and opinions are valued. Paulo Freire, the Brazilian educator, has suggested that the identification of curriculum content or subject matter, is done through listening.* The teacher's task then is to organize, systematize and "re-present" this material to the students.

Once the subject matter of Cultural Orientation is more or less agreed upon, the question still remains--how best to teach it. The categories of Knowledge, Skills and Values and Attitudes may be very useful for arranging and classifying subject matter and providing a focus for what you teach, but we need to look further for an answer to how to teach all these things.

CULTURE IN USE: How Do I Teach C.O.?

Perhaps the greatest creative challenge facing you as a C.O. teacher is, "How do I teach my students about places they have never been to, about things they have never seen or experienced? How do I bring it all alive, make it real for them?" Teaching about culture can quickly become a dry, one-sided affair for the teacher. The trick is to put that culture to use in the classroom, to take it apart and put it back together again, to work with it, play with it. What is needed is to somehow project the students into the culture so that they are experiencing it for themselves, even while they are halfway around the world in a refugee camp. This sounds almost like magic and it does require a teacher who is something of a magician: part actor, part artist and part scientist. But the trick is built on some basically simple methods and techniques.

We work with our students to establish the setting or context, identify important characters and what they do, identify important props and how to use them and rehearse some critical lines and cues. We only have the time to run through a relatively small number of controlled scenes or situations but what we are preparing them for, hopefully, is to be able to function on their own in the U.S. What this means is to think critically, make decisions and take action in a new environment.

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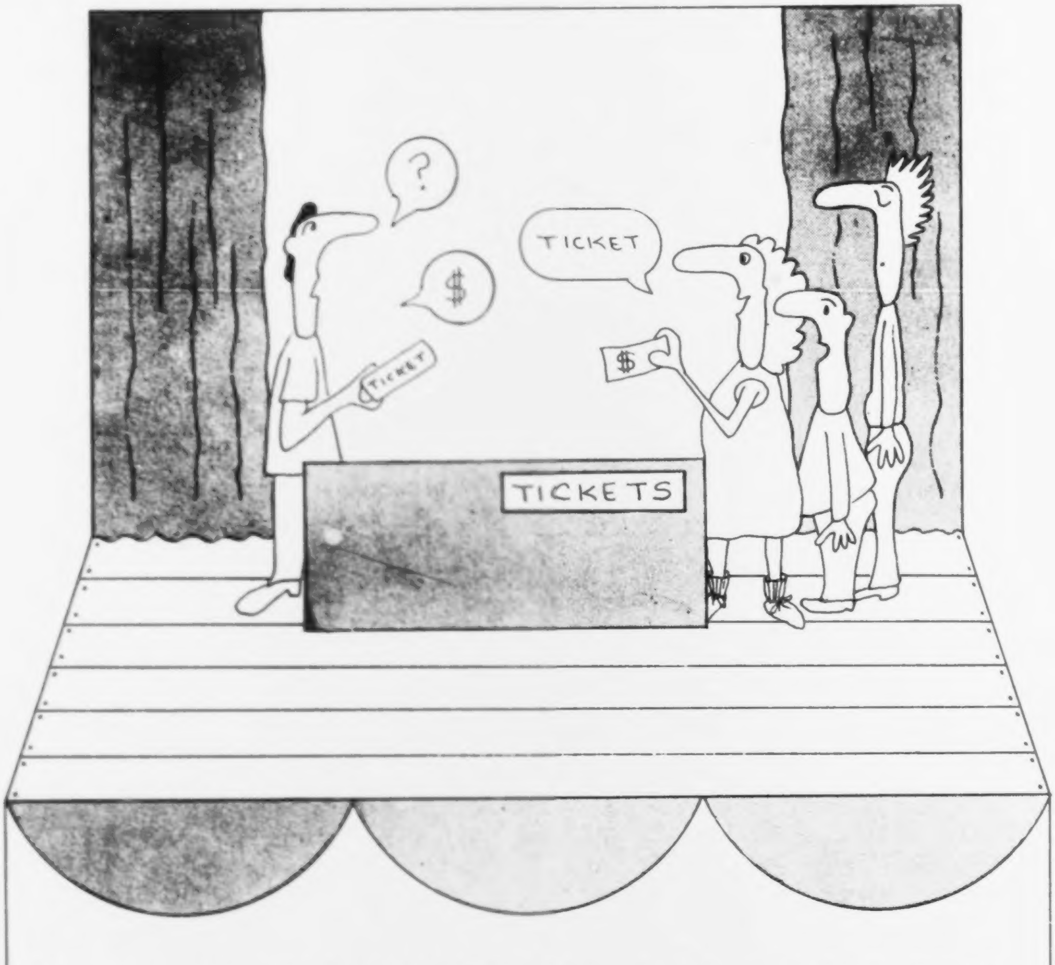
* Freire, Paulo. Pedagogy of the Oppressed. Harmondsworth, Middlesex, England: Penguin Books, 1972.



For some, it might be helpful to think of Cultural Orientation as the rehearsal for a performance.

Setting and Context

How do you show your students what America looks and feels like? What are the important facts, the "typical" characteristics they can use as markers?

What does housing look like in the U.S.?
What do Americans look like?
How many people are there in an average American household?

Pictures, photographs, videos--all can serve to establish a clearer setting. Try to begin with simple ideas and images and move from there to more complex ones.

Characters

What kind of people might play important roles in your students' lives during their first six months in the U.S.?

sponsor	neighbors	police officer	doctor/nurse
landlord	employer	bureaucrat	clerk/cashier

How will your students need to relate to these people?

Props

What things will your students need to be able to use in America?

Telephones
Money/Checks/Money Orders
Electrical Appliances
Medicine
Supermarket
Public Transportation

Lines and Cues

What language skills can you develop or reinforce in the C.O. classroom, and in what situations?

Job Interviews	Emergency Phone Calls	Medical Appointments	Shopping

In teaching your class it may be critical to isolate a setting, a character, a prop or some lines and examine them on their own. But it is also important to remember that we generally do not encounter these things in isolation. In other words, if I need to use the telephone it may be because my child has a high fever and I need to call the clinic. Or, should I take her to an Emergency Room myself? If I do, who will watch my other child? Is the fever really that serious? Should I wait a little longer to see if it goes down?

Or here's another example: There's a pile of garbage that's been collecting in the back alley behind the apartment building. It's beginning to smell and attract rats. I think the landlord should do something about it, but I'm afraid to ask him. He may get angry and he already knows there are two more people in my apartment than the lease allows. What other options do I have?

It is in situations like these, that our students will need to apply what they have learned (as well as what they know already) to solve particular problems they are facing in their lives. And it is through the systematic presentation and processing of these situations in the C.O. classroom--dealing especially with themes identified by refugees--that we can project students into the sorts of experiences they may face in their new life.

Paulo Freire calls this approach "problem-posing." Another educator has described this process as follows:

> "Problem-posing begins by listening for students' issues. Based on the listening, teachers then select and present the familiar situations back to the students in a codified form: a photograph, a written dialogue, a story, or a drawing... Each situation contains personal and social conflicts which are emotionally charged for students. Teachers ask a series of inductive questions which move the discussion of the situation from the concrete to a more analytic level. The problem-posing process directs students to name the problem, understand how it applies to them, determine the causes of the problem, generalize to others, and finally, suggest alternatives or solutions to the problem.*

After the situation has been presented (through a photograph, drawing, dialogue, story, video, role play, simulation, etc.), the teacher's questions might proceed as follows:

- What happened? What was the problem?
- How does this make you feel? Has this ever happened to you?
- What caused this problem?
- Does this problem remind you of others?
- How could you solve this? What would you do?

Problem-posing, whether it is used as a specific classroom activity or as a general approach to teaching and learning, makes clear the special function of the Cultural Orientation teacher as someone who:

- listens to what students want to learn about.
- arranges these themes to "present" to them in an organized and systematic manner.
- asks questions and provides any information that students might need to clarify their discussion and thinking
- creates a setting in which students must think for themselves, make their own choices and act upon them.

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* Wallerstein, Nina. Language and Culture in Conflict: Problem-Posing in the ESL Classroom. Reading, Massachusetts: Addison-Wesley Publishing Company, 1983.

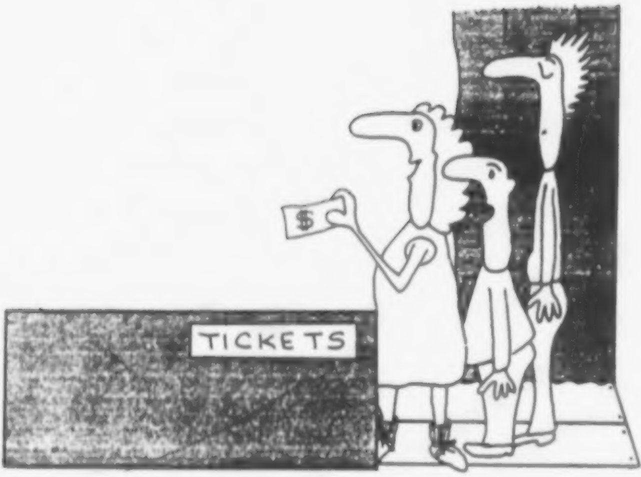
SUMMARY

It is with this final point that the how of teaching Cultural Orientation merges with what we are teaching. Problem-posing becomes problem-solving: the ability to observe, define, analyze, identify choices and take action in a new culture.

As a cultural orientation teacher, there are many decisions you have to make and consider when you think about what to teach:

- Are you going to teach information about the new culture? How much?
- Are you going to teach "culture in context?" How?
- Are you going to help your students develop cultural adjustment skills? How?
- Will you be posing problems for your students to solve?
- Are you reinforcing the language of the new culture? In what ways?
- Are you teaching people to become bicultural/bilingual?

What is your view of Cultural Orientation?


TICKETS
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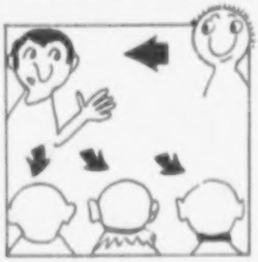
Classroom Aides

As a teacher of cultural orientation, it is your job to help prepare your students for successful adjustment to life in the United States. In and of itself, this is a difficult task. Your students may have some ideas about American culture, but their backgrounds may not have prepared them for the problems and challenges they will face in the U.S.

Some of your students may have been to school for many years while others may be going to school for the first time. They may have lived in cities where they had contact with modern technology, or they may have lived in rural areas with no electricity. You may have students who spent years in refugee camps as the result of war or persecution in their own countries.

The different backgrounds of your students present a real challenge to you as a teacher. A big part of this challenge will be language--your students may speak little or no English, and you may not speak your students' language. How can you communicate? How will you be able to teach?



Part of the answer is through the use of a classroom aide. Your aide will translate for you and your students so that you can communicate. Since good communication is the essence of effective teaching, how well you and your aide work together will play an important part in how effective you are as a teacher.

The purpose of this section is to help you consider the role a classroom aide plays in the classroom. What your aide does and how well you and your aide work together depend upon decisions you make. As with all decisions you must make as a teacher, wise decisions help insure your students will learn.

Begin by considering your own awareness of what you--a cultural orientation teacher--need to know about aides and their use in the classroom. Ask yourself:

- Who is a classroom aide?
- What does a classroom aide do?
- To work well with an aide, what knowledge and skills do I need?
- To work well with a teacher, what knowledge and skills does an aide need?
- What problems can develop between the aide and the teacher?
- How can our working relationship serve as an opportunity for mutual growth and development?

Were you able to answer the questions? Were you satisfied with your answers? Why or why not?

Classroom Aides

How well you were able to answer the questions indicates your awareness of the issues involved in teaching with an aide in the classroom. Increasing your awareness can help you identify areas where you need more knowledge. It also can help you identify skills you need to develop to work effectively with your aide.

Consider each question:

WHO IS A CLASSROOM AIDE?

Your aide is a bilingual member of the ethnic group you are teaching--chosen for the job, in part, because of an ability to speak English.

You must find out as quickly as possible the answer to these questions:

- How good is your aide's English?
- Can you communicate easily?
- Is communication a struggle?

Ideally, your aide will be fluent in English, but realistically this may not be the case. Assessing your aide's English ability will provide you with information you need to decide how you and your aide will work together.

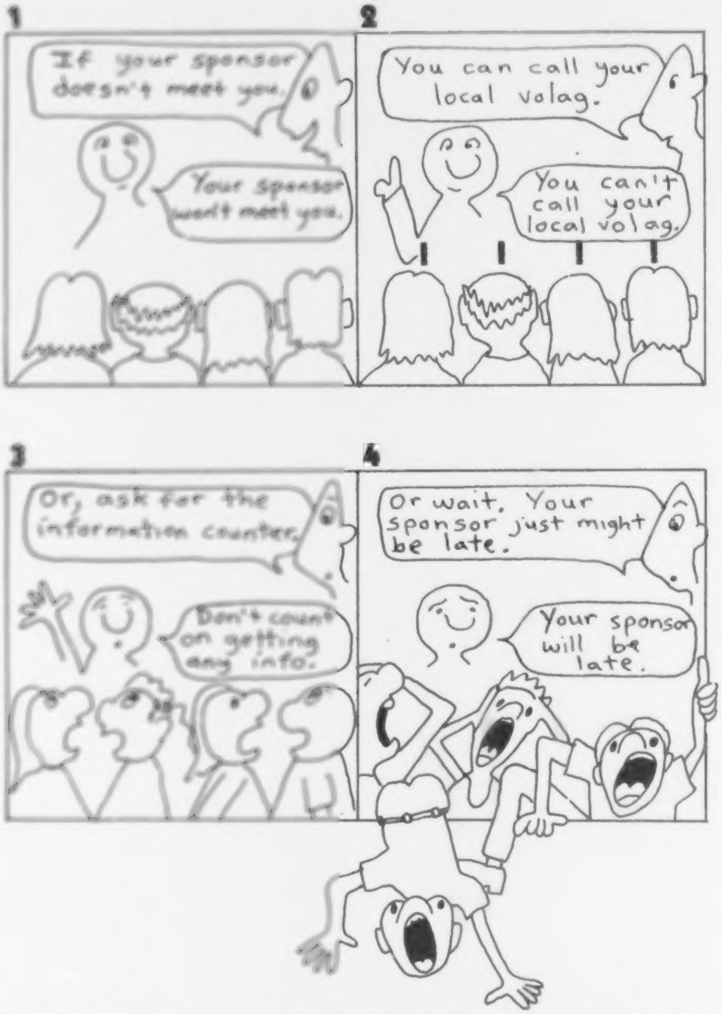
- How can you assess your aide's English language ability?

Communicating with your aide is the answer. Talking with your aide will give you an indication of the kinds of problems you may encounter in the classroom.

Have your aide read something to you. Have your aide write something. Find another bilingual student and have your aide translate a conversation from the native language into English. These are all ways of finding out how good your aide's English is.

If your aide's English is good, your job will be much easier. If your aide's English is not as good as you might like, you will have to find ways to overcome the problems that may arise. Either way, find out your aide's strengths and weaknesses. You may discover your aide understands English well, but has difficulty speaking. Or you may discover you will have to spend extra time working with your aide outside of class. Find out as much as you can before you begin teaching. You'll avoid problems later.

Take a look at the following picture sequence:


1
If your sponsor doesn't meet you.
Your sponsor won't meet you.
2
You can call your local volag.
You can't call your local volag.
3
Or, ask for the information counter.
Don't count on getting any info.
4
Or wait. Your sponsor just might be late.
Your sponsor will be late.

Could this happen in your classes? Hopefully not, but you must be careful. Because your aide speaks English, you may assume your aide has a more sophisticated understanding of the content of the cultural orientation course than is, in fact, the case. This emphasizes another question you need to answer:

What does your aide know about the content you plan to teach?

As you assess your aide's English, you can also find out about your aide's knowledge of life in the U.S. Ask your aide questions. Get your aide to talk about the U.S. This can help you identify areas in which your aide may have incorrect information or wrong ideas. You can also identify areas in which your aide's knowledge is strong. This too can help you in the classroom.

What is your aide's background?

Classroom Aides

Your aide may have experience which can help you in the classroom. Has your aide ever translated before? Has your aide worked before? If so, doing what? Has your aide gone to school? How long? Does your aide have any special skills? What is your aide's family background? Does your aide have any other responsibilities that might conflict with work in your classroom?

The more you know about your students, the better you will be able to teach them. The same is true of your aide. Find out your aide's strengths and weaknesses. Learn what you can about your aide's knowledge and background. The more you know, the better your chances of an effective working relationship.

WHAT DOES A CLASSROOM AIDE DO?

A classroom aide is first a translator or interpreter. Your aide will translate what you say to your students and what your students say to you. Certainly that is a big job, but is that *all* your aide can do in the classroom? Is that *all* you want your aide to do? Ask yourself:

What other jobs can an aide perform in the classroom?

Make a list of your suggestions here:

Compare your suggestions
with the ones listed on
the following page.

The Aide's Role in the Classroom

Your aide can:

- assist with visual aids (e.g. pictures, maps, posters, audio-visual equipment)
- help manage the class:
  - * keep students focused on the lesson by being active and enthusiastic
  - * encourage students who are not participating
- assist with individual, pair or small group activities:
  - * move about the room offering instructions and clarification
  - * encourage students to stay involved and complete tasks
- help you monitor student learning:
  - * look for non-verbal cues indicating students are not understanding
  - * ask individual students questions while others are completing their work
- suggest ways to overcome students' lack of understanding
- share information between you and your students:
  - * give you feedback from students about lessons you've taught
  - * give you information about problems students may have outside of class that affect their performance in class
- assist students outside of class
- provide information and feedback about your own teaching
- lead a small group activity
- interpret and translate writing in the students' language into English
- translate short written pieces into the students' language

Are the two lists the same?
Is there anything on this list you do not agree with?
Is there anything on your list your think should be added here?

A Non-Active Role

At times during your lessons, your aide may not have an active role at all. This may be because you are able to communicate directly with your students. Or, you may be attempting to create a more realistic situation where students must communicate directly with a native speaker.

Your students are likely to be studying English at the same time they are studying cultural orientation. Yourstudents may have or may be developing enough proficiency in English to understand and respond directly to you. If this is the case, give your students the opportunity--Don't depend upon the aide for translation all the time. The better you know your students and their abilities, the better you will be able to recognize when your aide should not play an active role.

If your aide is not translating, and you are communicating directly with your students, your aide should remain involved in the lesson. Your aide can be helping you monitor student learning or manage the class. Or, your aide can be preparing materials or setting up the next activity. Remember--keeping your aide involved in the lesson will help keep your students involved.

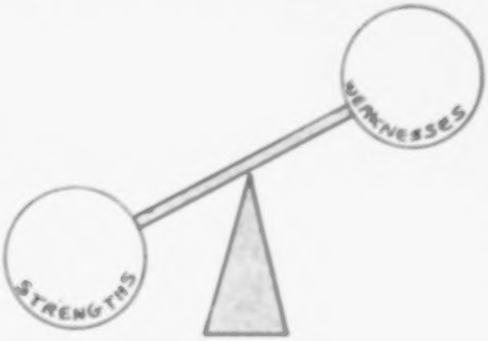
If you see your aide as an assistant and as a partner helping you teach, your aide can assist you in almost every aspect of your teaching. What your aide does in your classroom depends on you.

- KNOWLEDGE AND SKILLS: What do I need to know?

You need to know your aide's strengths and weaknesses in addition to knowing your aide's background. You also need to know what your aide can do for you in the classroom.

The most important part of your aide's job is to translate for you and your students. Ask yourself the following questions;

- What do you know about translation?
- How can you apply what you know when working with your aide?



Consider the following statements:

- Different languages express the same idea in different ways. The translation of one word into another language may carry with it an entirely different meaning.

- Words and concepts may exist in one language but not in another.

- Differences in meaning--or the meaning itself--may be lost.

- Even when a listener is capable of understanding what the speaker says--the listener often depends upon the translation.

What do these statements suggest to you regarding your own teaching? What knowledge and skills do you think you may need?

You need to know:

- how to minimize what is "lost in translation"
- how to identify the teaching points that may be particularly difficult for your students to comprehend
- how to determine whether your aide has translated correctly
- how to encourage careful listening in your students

How can I minimize what is "lost in translation?"

Here are steps you can follow:

- Provide your aide with information about what you plan to teach and how you plan to teach it:
  * train together or set aside time to meet outside of class
  * prepare a copy of your lesson plan and go over it with your aide prior to class
  * always explain the what and how of the lesson
- Let your aide know clearly what you expect:
  * provide clear directions
  * signal when you want your aide to (or not to) translate
- Control your language:
  * avoid difficult vocabulary and complex sentence structure
  * say one or two sentences, then have your aide translate (as the aide becomes more proficient, you may extend this; the more you ask the aide to translate at one time, the greater the chance for errors)
  * clearly identify the main points of your lesson during planning--and stress them
  * determine the most effective sequence of presentation
  * use visual clues whenever possible
  * speak slowly and clearly
  * emphasize key words
  * simplify
- Repeat important points.
- Be patient.
- Focus your attention on the aide during translation (and see to it that students focus their attention on the aide).
- Look for non-verbal cues indicating a lack of understanding (students or aide).

- Encourage your aide to communicate openly with you:
  - * ask questions
  - * seek clarification

- Encourage your aide to translate what you say into language your students can understand:
  - * your aide may be better educated than your students, so your aide must "control" his or her language, too
  - * your aide doesn't need to impress, just communicate

How can I identify what will be difficult for my students?

It is important to know the background of your students. This isn't a single exercise. You need to continually attempt to find out what they know. Each lesson in this handbook has a pre-assessment or pre-test activity. What you learn doing these will help you predict "trouble spots" for future lessons and for the lesson you are teaching.

Your aide can also help you. As you go over the lesson with your aide prior to teaching, ask your aide what the "trouble spots" might be.

How can I determine if my aide translates correctly?

In any teaching situation, it is important for the teacher to regularly check students' understanding--to evaluate, to assess learning. It is particularly important when working with a translator. You must create opportunities for your students to demonstrate their understanding--or lack of it.

How?

- Verbal demonstrations:
  - * students summarize what you've said, and the aide translates it back to you
  - * student explains main points to another student with the aide translating for you

- Questions:
  - * ask questions regularly throughout the lesson
  - * have students ask each other questions about what they have learned, the aide translating for you

- Role plays, pantomimes followed by questions

- Pictures:
  - * have students explain pictures or choose the one which shows what you've taught

- Drawings

- Writing (if your students are literate)

- Small group activities:
  - * students demonstrate their knowledge by doing something

Of course, this list is not complete. Any evaluation of student learning can be used to check your aide's translation. The important point is to check your students' understanding often. Good teaching demands it.

How can I encourage careful listening?

Here are some steps you can take:

- Determine where you and your aide will be while you are teaching:
  - * Do you want the aide in the front of the class?
  - * Beside you?
  - * At the side of the room?
  - * Sitting with the students?
  - * At the back of the room?

  The location of the aide in the classroom, and where you position yourself, will have an effect on the classroom environment. What you decide may depend on the nature of the activity, the subject matter, or the "mood" of the class.

- Be active, animated.

- Move around the class.

- Give your students a listening task:
  - * tell your students what you will ask them to do once you finish talking
  - * tell your students part of the activity will involve their speaking English
  - * tell your students you will ask them questions during or at the end of the activity
  - * tell your students you will ask them to demonstrate their understanding by...

- Vary the tone of your voice.

KNOWLEDGE AND SKILLS: What does my aide need to know?

The most important skill your aide needs is the ability to translate. This, of course, is dependent upon your aide's language ability. Ideally, your aide will be fluent in English and knowledgeable in the content of C.O. But, it is likely your situation may not be ideal.

Classroom Aides

Your aide may or may not have had training before working with you. Be aware that your aide has probably never worked as a translator before. You will need to be patient as your aide learns to be more skillful at translating. You can help by taking the time to talk with your aide and share information about the lessons you'll teach. Showing that you care and that you are willing to help will go a long way towards building a good relationship.

Other skills the aide will need depend on what you ask the aide to do. It is the responsibility of the aide to learn the job, but it is your responsibility to help your aide learn it. You will need to explain what you want your aide to do and how to do it. This means you must communicate your expectations.

- When do you expect the aide to arrive at your classroom?

  At the beginning of the class?

  Ten minutes before?

- Where do you expect the aide to stand (or sit) in the class?

- What do you expect the aide to do?

Your aide needs to be able to listen carefully, to follow directions, and to ask for clarification. You can help your aide develop these skills.

PROBLEMS: What are some of the common ones?

The problems that arise are as varied as the individuals involved. Consider the following examples of problems--seen from the teachers' point of view. The aide:

- translates incorrectly
- doesn't ask for clarification
- doesn't translate all that I say
- answers student questions but doesn't communicate the students' questions to me
- translates things I didn't say
- answers for the students when I ask a question
- translates at times when no translation is necessary
- is tired and looks bored which makes the students bored, too
- comes late to class
- doesn't come and forgets to notify me in advance
- gets in the way when I use a map or show pictures
- speaks too softly

- uses language the students can't understand
- doesn't speak good English

Now consider some problems from the aide's point of view. The teacher:

- talks too loud or too long
- talks too fast or too slow
- is forgetful, tells students they will get an answer tomorrow, then forgets
- does not smile
- corrects me in front of the class
- never gives me a chance to ask for clarification
- looks down on me
- doesn't talk with me before class
- thinks I translate wrong because it takes longer to say thinks in my language than in English

These problems, from the aide's or the teacher's point of view, usually occur as a result of a breakdown in communication. Sometimes they result from a lack of communication altogether. They may occur because the teacher didn't explain clearly. They may also occur because the aide didn't listen or didn't understand.

Whatever the causes, the problems--for the most part--can be avoided. Good communication, correct information and proper training will help. So will being aware of what problems may occur.

THE WORKING RELATIONSHIP: How can we work together?

It depends upon you.

It doesn't happen by chance.

It involves effort and thought.

It involves good communication.

Both you and your aide have much to gain as you work together. Among the skills you have a chance to develop are:

- how to work with a translator
- how to manage a learning environment with an assistant
- how to give directions
- how to explain tasks

- how to cooperate effectively
- how to train another person
- how to communicate effectively with a non-native speaker of English

Among the skills you will be helping your aide to develop are:

- how to translate
- how to explain ideas and concepts
- how to ask questions
- how and when to ask for clarification
- how to recognize the main idea
- how to work with a person from a different culture
- how to follow directions
- good work habits such as punctuality, diligence and helpfulness
- how to help lead a group of people
- how to encourage others
- how to recognize lack of understanding in others

You and your aide can develop these skills and others as you work together. Whether you do or not depends upon you and the effort you and your aide make. You have a unique opportunity to cooperate in meeting the challenge of preparing your students for life in the U.S. Your success is your aide's success--just as your aide's success is yours. Together you can help your students be successful.

Lesson Planning

Why plan a lesson? Any activity requires planning--from preparing a complete meal to building a new house. In order for a task to be completed successfully, it must be clearly focused and conceived.

There are different approaches a teacher can take to plan a lesson. What is important is that you find a system for planning that helps you with your teaching. For some teachers, this means writing the plan out in great detail. For others, it means making a clear outline specifying what they want to do in class that day. What works best for you?

Effective lessons do not just happen by chance. A successful teacher always has a plan. A well-constructed lesson plan is a structure a teacher creates to focus thoughts on the lesson. The teacher lays a foundation of clear objectives on which to construct appropriate activities and completes the structure by adding a means of assessing student learning.

A solid lesson plan for teaching cultural orientation has six elements:

1. Purpose: why you are teaching the lesson.
2. Objectives: what students are to do with the content of the lesson.
3. Content: what the lesson is about; what the students are to learn; the subject matter.
4. Pre-Test: an opportunity to evaluate what the students already know about the subject matter.
5. Activities: the techniques and procedures you use to help the students learn; steps to motivate, present and practice.
6. Assessment: an opportunity for students to show you what they have learned; to help you decide what to do next.

In planning a lesson, you need to take all of these elements into account in some way. In addition, you must consider the:

- availability of sufficient, accurate background information
- addition of English vocabulary and structure appropriate to the lesson
- identification of cross-cultural points

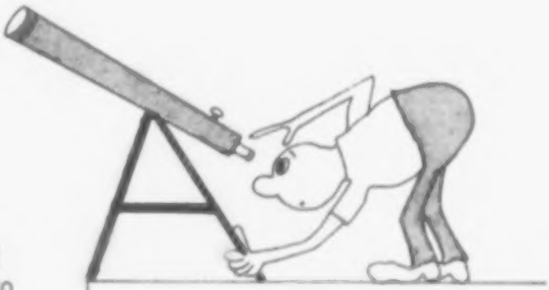
  availability of needed materials
- time constraints

Lesson Planning

On the following pages, you are asked to compare the construction of a house with the preparation of a lesson plan. Both tasks involve raw materials, an awareness of the desired result, the need for planning--and choices. Use this section to help define what you do when you plan a lesson. The clearer and more conscious you are about these elements and how they fit together, the more effective your lessons are likely to be.

PREPARATION

When people decide to build a home, they must take care to ensure a quality product at all levels. They carefully select the land, the architect and the builder, as well as the necessary materials. They must survey the land and decide how to place the house. They must know what purpose they want their future home to serve (summer cottage, winter home, duplex) and who will use it (two people or ten).



When you "build" a lesson, you must also consider all elements of the lesson carefully. In preparing a lesson, you must first survey the background of your class.

As you survey the students, take into account:

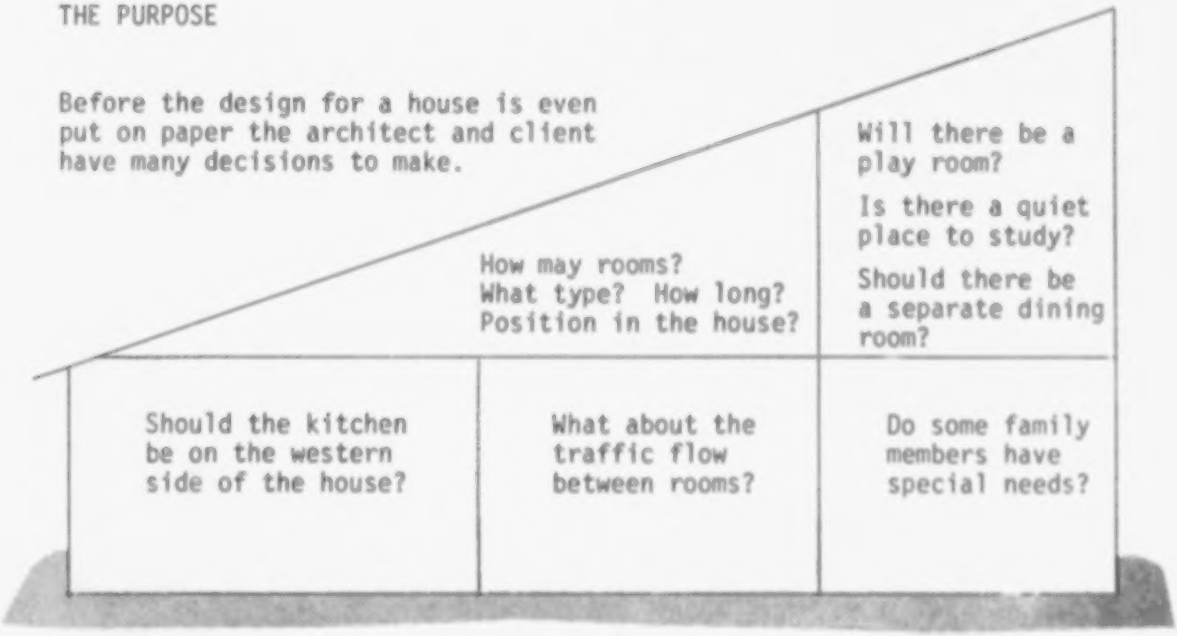
- age
- maturity
- sex
- education
- region (rural, urban)
- family situation

In addition, you need to ask yourself:

- What do my students already know about the topic?
- What do they still need to know?
- How can I help them build on what they already know and the skills they already have?

THE PURPOSE

Before the design for a house is even put on paper the architect and client have many decisions to make.



How may rooms?
What type? How long?
Position in the house?

Will there be a play room?

Is there a quiet place to study?

Should there be a separate dining room?

Should the kitchen be on the western side of the house?

What about the traffic flow between rooms?

Do some family members have special needs?

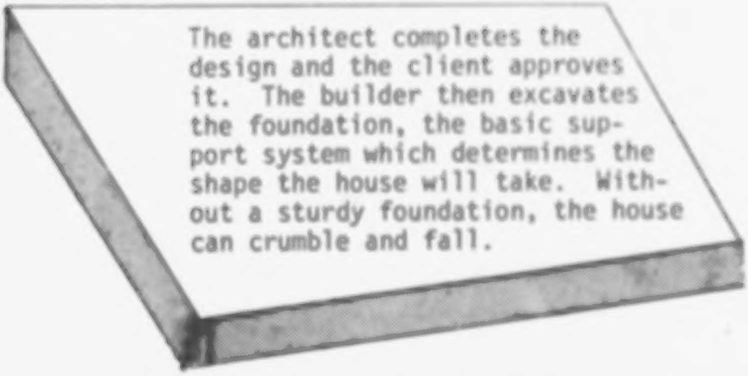
You--the teacher--also have many decisions to make before writing anything. You must ask yourself:

- Why am I teaching this lesson to this group of students?
- What purpose does it serve?
- How is it important to the resettlement of my students?

When you have answered these questions clearly and have evaluated the background information, you are ready to consider the foundation of the lesson--the objectives.

Lesson Planning

THE OBJECTIVES:



The architect completes the design and the client approves it. The builder then excavates the foundation, the basic support system which determines the shape the house will take. Without a sturdy foundation, the house can crumble and fall.

The objectives of a lesson plan provide the foundation, the underlying support structure, on which the rest of the lesson is built. You should adjust the objectives to the ability of your students, the kind of lesson and the time constraints involved. You should clearly focus the objectives in terms of what your students WILL BE ABLE TO DO by the end of a lesson. If the objectives are not carefully stated, the lesson will be weak and learning difficult.

Consider the following behavioral and attitudinal objectives:

BEHAVIORAL:

The students will understand transportation, maps, numbers and signs.

The students will be able to:

- read a sign
- count to 100
- use a street map
- make change

ATTITUDINAL:

The students will understand conflicts in parent/child relationships.

The students will be able to:

- identify conflicts and their causes in given situations
- identify solutions to those conflicts

- Which objectives are carefully stated?
- Which objectives give you a clear understanding of what the students will be able to do?
- Which objectives will permit you to design activities to meet the objectives you have chosen for the lesson?

You should think of and decide on a limited number of objectives for the lesson which directly relate to the purpose of the lesson. You then plan activities which best reflect the objectives you set. When you actually teach the lesson you must be able to communicate your purposes and objectives clearly and simply to the students.

THE STRUCTURE

With the foundation poured the builder now begins to construct the walls of the house. The builder blocks in the walls of the actual rooms. The house takes shape. After the roof is on, the builder finishes the rooms--putting in the windows, hanging the doors, plastering and painting the walls, laying the flooring, putting in the fixtures, etc.

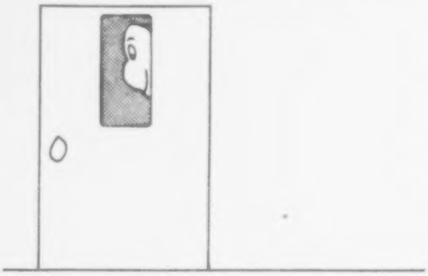
In the lesson you plan, it is the activities which carry out your objectives for the lesson. And, the activities must meet the needs of your students or the activities will have no meaning for them. It is pointless for you to design a lesson for teenaged boys from the city when your class is composed of middle-aged women from the country. Consider the needs of your students.

In planning activities, it is important for you to remember that your students often have different learning styles. You should therefore include activities which are appropriate for the way your students learn best--activities which involve listening, speaking, reading/writing/drawing and experiential skills. Remember, adults learn best when they see a need to learn a particular skill or piece of information.

MOTIVATION

The initial activity of a lesson serves as the "door" which the learners go through to the lesson. It is therefore important for the teacher to capture the interest of the students immediately. This activity should be used to focus the students on what they will be learning that day and to motivate them to participate fully in the lesson. The motivational activity can be in the form of:

- telling a story
- asking questions
- using pictures
- doing role plays
- etc.

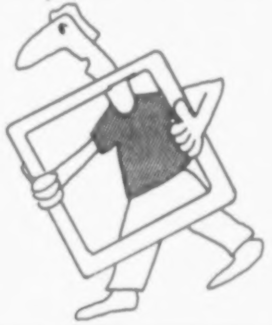


It can also serve as a needs assessment or a background check of what your students already know. Then, if you have assessed their knowledge and skills correctly, you can proceed with the lesson as you had planned. If the students know less or more than what you originally thought, you can adjust your lesson accordingly. Whatever form of motivational activity you choose, it should generally last between 5 and 15 minutes depending on the length of the class and the nature of the topic.

THE ACTIVITIES

In creating other activities for the lesson you should always remember to return to the objectives to see if the activities you have chosen meet the objectives set out at the beginning. If they don't, then you should modify or discard them. You should also provide transitions (doors) from one activity to another--asking clear, well-focused questions and giving clear directions for each activity. Activities should move from those requiring the mastery of simple skills to those which are more complex. Make sure your students have mastered the skills at each level before you move on. Your students--at the end of the lesson--should be able to state what they have accomplished and why.

MATERIALS



In building a house, the architect, client and builder decide jointly on the types of materials which will be most effective in the client's particular house: They must consider the climate, the style of the home, when to use wood, stone, brick or adobe for the outer walls; plaster, wallpaper or wood paneling for the inner walls, colors of paint, types of appliances and fixtures; landscaping.

The teacher must match the materials with the activities. What kind of pictures or posters should you use? If you are using puppets, should you use male or female, old or young? If doing role plays, what kinds of characters should you use and who should do it? If teaching weights and measures, what kinds of cups, scales or rulers do you need to use? Materials depend on the activities, objectives and background of the students.

Just as the "rooms" are the activities of the lesson, the "mortar" (which holds the bricks together) of a lesson is the content information, language reinforcement and cross-cultural points:

- What language is appropriate for students to practice in this lesson?
- What are the critical English words they should know?
- What cultural differences are there in customs, practices and beliefs which must be considered?

Activities should be designed carefully and the "mortar" to cement them should be strong.

ASSESSMENT

At each step along the way the client, builder and architect assess the work to see if corrections need to be made. At the completion of the house a close inspection is made. Repair work is done. The building is approved. The test of time, weather and wear will ultimately determine the quality of the structure.

Completing a lesson is similar to completing a house. To complete a lesson you must assess what your students have learned (or not learned) in that day's lesson. Consider the following:

- Are the students able to do what the objectives state they should be able to do at the end of the lesson?

- What skills have they developed?

- How well can the students use them?

You, the teacher, must focus on what the class will do the following day and relate it to what the class has done today. What they failed to learn one day can be learned in a subsequent lesson.

Keep this in mind as you follow the "construction" of a lesson plan on the following pages.

Lesson Planning

Consider this situation: You are the teacher of an intermediate class of seventeen students. You have a classroom aide. The class period is 1½ hours.

Class Survey

sex:	10 men, 7 women
age range:	25-40
background:	5 urban, 12 rural
families:	9 married with children 5 single parents 2 single with immediate family 1 unaccompanied

You must prepare a lesson for this class on the topic of family structures. Read Lesson 23, appearing in this book.

Lesson 23

Family Structures

As you read the lesson, ask yourself these questions:

- What am I going to teach?
- Who am I teaching?
- What do I hope they achieve?
- How am I going to teach?
- How am I going to know my students have learned?

Now,
plan the lesson ⇨

Write notes for your plan in the space below:

A Lesson Plan

Purpose	Explain the purpose of this lesson (same as Lesson 23).
Pre-Test	Using paper dolls to represent people, conduct a short quiz in which students vote YES or NO to questions about roles of family members in the U.S. Tally the votes and discuss individual questions and answers after all have been asked. Use questions from the Appendix. [Activity 1, Lesson 23.]
Discussion	Why might this answer be "yes?" Why is this answer "no?" What has caused American family structures to be this way? Explain the economic necessity of working outside the home and the underlying American value of INDEPENDENCE. Though there is variation, families often aim to raise their children to be independent--to choose their own careers, to make their own friends and establish their own lifestyles. So, family roles and responsibilities may not be as rigidly set as they are in some other societies. Keep the discussion focused on the issue of independence.
Cultural Exploration	Comparing Family Structures. Post two "family responsibilities" charts. Divide the students into a group from city backgrounds and a group from rural backgrounds. Have each group complete its chart to show general roles and responsibilities of family members in their native country. Discuss. Repeat, focusing on life in the refugee camp. [Activity 2b, Lesson 23.]
Discussion	Ask: What changes have occurred in your family roles in the camp? Imagine your life in the U.S. What roles and responsibilities might you, your parents or children have? Explain that most refugees will resettle in urban areas, so that family responsibilities related to rural life (e.g. collecting water or firewood, harvesting crops) might not be relevant to them anymore.
Presentation	Letters. Present some letters from refugees in which refugees describe changes in their family roles since resettling in the U.S. Read each letter to the class. Ask students to identify specific responsibilities of individuals mentioned in the letters and to identify changes in the writers' relationships with other family members (if mentioned in the letters). Might some of these changes happen to the students' relationships as well? [Techniques section.]

Lesson Planning

Comparisons	Parent/Child Responsibilities. Present a list of possible responsibilities of children to their parents in the U.S. Repeat focusing on parents' responsibilities to their children. [Activity 3a, Lesson 23.]
Discussion	Emphasize why responsibilities may differ--economic, legal, occupational or geographic reasons, peer pressure, etc.
Poster Story	Parent/Child Conflict. Present the parent/child conflict poster. Elicit information and reactions. (Possible conflict situations: dating; riding around in cars; children talking back to parents; dress styles; children playing "hookey".) [Activity 3b, Lesson 23.]
Assessment	Refugee Families in the U.S. Give each group of students one written case study of a refugee family in the U.S. Groups suggest roles and responsibilities of the family members--and explain why. [Activity 4, Lesson 23.]
Discussion	Have students identify factors that may influence family roles and responsibilities in the U.S.

FOLLOW-UP

Situations. Present short problem situations. Have individuals or small groups prepare answers and explanations. Sample stories:

* An 18-year-old wants to move out of the parents' house to another city to get a job. The parents don't want this. What should the family do?

* Your English is poor. You must see the landlord about bad plumbing. You take your 12-year-old daughter to translate for you. How do you feel about this?

* A family wants to move far away because the husband found a job in a different city. The husband's father doesn't want to move to a strange place. He has friends in his neighborhood and he knows his way around. What will happen?

* A young refugee couple receives public assistance. Both the husband and wife have looked for jobs for 6 months. The wife's relatives wrote a letter saying they found a job for her in their town. The husband does not want to move. They have two small children. What will they do?

Spinner. Play a spinner board game. On the board, have different household implements or pictures showing activities done by members of a family (e.g. cooking, taking out the garbage, disciplining children, etc.). Have each student spin the dial and explain who does the activity pointed out on the board in their homeland, when, why and at what age. Them, ask who they think might be responsible for that activity in the U.S., at what age and why.

VARIATIONS

Activities 1, 2b, 3a, 3b and 4 from Lesson 23, "Family Structures" form the base of this lesson plan. One activity was taken from the Techniques section of Settling In, Book 2. Discussion points were then identified and outlined.

Variations of this plan are possible by choosing:

- other activities in Lesson 23
- other activities from other lessons
- other games, activities or techniques from the Techniques section
- an idea generated by friends or co-workers
- one's own ideas or approaches

Here are a few possibilities:

Song. In advanced classes, teach the song, "Teach Your Children" (Activity 3c). Lead a discussion focusing on what parents and children may be able to teach and learn from each other.

Dating. Present the Open-Ended Story in Activity 3a from Lesson 25, "Relationships," about a parent/child conflict.

Role Play. Conduct a Role Play (see Techniques) in which an American man makes a "pass" at a refugee woman at work. Her older brother finds out. Have students enact the scene between the brother and sister.

More Role Plays. For classes composed of teenagers, or of parents with teenage children, have students act out the following:

* An American boy asks a refugee girl for a date. She talks to her parents about it.

* A teenager, who is a good student, wants to drop out of school to get a job. The parents want the child to continue with school.

Stories. Present some family situations in the U.S. using puppets, role plays or written stories. Follow-up each story with comprehension and interpretation questions designed to allow students to identify reasons for families in the U.S. to interact the way they do and to help them identify reasons their family relationships may change once they are in the U.S. Sample situations:

* The husband, John, 45, has been "laid off" from his job for 6 months. The wife, Mary, 42, is the only wage earner in the family. The husband sees the children (11, 12, 13) off to school and is there when they return. He cooks, buys food, cleans the house and does the laundry.

  - What does "laid off" mean?
  - Who prepares the meals?
  - Who should make the decisions about the family's money?
  - If you were John would you do the laundry?

- * Martha is an American widow, 48 years old. She is the head of the household. She has 4 children, ages 11, 12, 16, 17. She works from 8 AM to 5:30 PM and gets home at 6:15 PM. Her children are in school. The two oldest children, 1 son and 1 daughter, have part time jobs after school and on Saturday.
- * Ben is elderly. He has become ill recently and has not been able to take care of himself easily. In the last year, he fell and broke his hip. Since then, he has had a hard time. He lives alone. His children live hundreds of miles away.

NOTES

Language. When doing the chart activity (2b), instuct students to use English to describe the family member and responsibility. "I sweep. My father hunts. My mother cooks. My grandmother watches the baby."

In the Role Plays (Variations), have students practice calling each other by first name, without using a title.

Student Background. The focus of some activities will change depending on the students' recent experiences. For example, if most of the students are in their teens or early 20's and have been in refugee camps for 5-9 years, it might be more relevant to have them compare aspects of their lives in camp with aspects of life in the U.S. than to have them contrast life in their native country with American life. Their youth and length of time away from their homeland may make discussions about their native country more abstract and less immediate.

Time. The amount of time you spend on each lesson will vary. It depends on many factors: the background, ability and motivation of the students, the classroom environment and mood, the enthusiasm of the teacher, etc.

Pacing. It is important to judge when to move on (or stay with) a particular activity. Both the amount of time and the tempo of an activity (how fast or slow it is) are essential aspects of a plan. Varying the amount of time and including different paces for activities can be effective planning tools.

Afterwards. After class has finished, write down notes for your next lesson plan. Include difficulties that students had with the materials, comments on individual students' participation and work--and notes on your own performance.

Read through the sample lesson plan again.

What makes sense to you? What doesn't? Why? Why not?

How would you plan this lesson differently?

Appendix

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Appendix: 1

Reference to Southeast Asian Regional Curriculum

The regional competencies reflect the minimum content and skills being taught to students at all Southeast Asian Refugee Processing Center sites and represent abilities which students are currently demonstrating in their classrooms and in test situations.

The competencies are organized into eleven units and further divided into 77 individual competencies. The following list shows how and where the units in this book match those in the regional curriculum.

SETTLING IN, Book 1 UNIT	SEA REGIONAL CURRICULUM
1. Orientation	Classroom Orientation (1)
2. Numbers and Money	(New)/Consumerism and Finance (6)
3. Communication	Communication (3)/(New)
4. Time Management	Time Management (2)
5. Home	Housing (4)
6. Health	Health and Sanitation (8)
7. Society	Social Roles (9)
8. Refugees and Immigrants	Social Roles (9)/(New)

SETTLING IN, Book 2 UNIT	SEA REGIONAL CURRICULUM
9. Community	Community Services (7)
10. Travel and Transportation	Communication (3)/Community Services (7)
11. Measurement	(New)
12. Shopping	Consumerism and Finance (6)
13. Finances	Consumerism and Finance (6)
14. Employment	Employment (5)
15. Resettlement	Resettlement and Sponsorship (10)/The Transit Process (11)/(New)

Appendix: 2

Reference to Books and Materials

The following books and materials are used as core materials by students in the IESL/CO program in Southeast Asia and are distributed by the Southeast Asia Regional Service Center (SEAESC), Center for Applied Linguistics, Manila, Philippines.

1. Medical Guide and Glossary. Wagner, Christa and Rullo, Janet. Portland, Oregon: Indo-Chinese Language Resource Center, 1978-1980. (English, Khmer, Lao and Vietnamese)
2. Oxford Picture Dictionary. Parnwell, E.C. New York, New York: Oxford University Press, 1978.
3. Your New Life. Washington, D.C.: Center for Applied Linguistics, 1981. (Chinese, Hmong, Khmer, Lao and Vietnamese)
4. You're On Your Way. Bangkok, Thailand: Ford Foundation, 1980. (English, Hmong, Khmer, Lao and Vietnamese)

The following books and resource materials are widely used by teachers participating in the IESL/CO program in Southeast Asia:

1. Cultural Orientation Resource Manual, Volumes I and II. Washington, D.C.: Center for Applied Linguistics, 1982. Revised edition, 1985.
2. Writing Back: Letters From Refugees in the U.S. Riddle, Tom. Bangkok, Thailand: The Experiment in International Living, 1985.
3. Cultural Notes. Richardson, Carol. Galang, Indonesia: 1982.
4. Refugee Reports. New York, New York: American Council for Nationalities Service. (Bi-weekly publication)
5. The ESL Miscellany. Clark, Raymond C., Moran, Patrick R. and Burrows, Arthur A. Brattleboro, Vermont: Pro Lingua Associates, 1981.
6. Jazz Chants. Graham, C. New York, New York: Oxford University Press, 1978.
7. Everything In Sight. Ligon, Fred. Bangkok, Thailand: The Experiment in International Living, 1985.
8. America, In Sight. Ligon, Fred. Bangkok, Thailand: The Experiment in International Living, 1983.

Additionally, the "Culture" sections in lessons in the following books have been helpful to teachers:

Opening Lines. Ligon, Fred. Bangkok, Thailand: The Experiment in International Living, 1983.

Shifting Gears, Book I and II. Gillespie, Marilyn and Barabesh, Igor. Bangkok, Thailand: The Experiment in International Living, 1984.

For information about titles unavailable commerically contact:

The Center for Applied Linguistics
3520 Prospect Street
Washington, D.C. N.W. 20007

Appendix: 3

SIMULATION FEEDBACK SHEET

NAME OF STUDENT ____________

TEACHER ________________

Total possible score: 54

Score: Give the student 2 points if the task was performed correctly and completely, 1 point if the task was complete after 2 or 3 tries and 0 if the student was not able to do the task.

	0	1	2
STATION 1			
Did the student:			
1. dial the doctor's phone number?			
2. use proper greetings on the telephone?			
3. ask for an appointment correctly?			
4. tell what is wrong with himself or herself?			
STATIONS 2 AND 3			
Did the student:			
1. introduce himself/herself to the receptionist?			
2. give appropriate appointment information?			
3. write the correct time and day on the appointment card?			
Time			
Day			
4. complete the medical history form correctly?			
Orally			
STATIONS 4 AND 5			
Did the student:			
1. introduce himself/herself correctly?			
2. give the medical history form to the doctor?			
3. answer the question "What is wrong?" in ENGLISH?			
4. answer the question "What hurts?" in ENGLISH?			
5. tell "how long" ____ has hurt, in ENGLISH?			
6. follow these directions in ENGLISH? 1. Sit down 2. Stick out your tongue 3. Say "ah" 4. Cough 5. Look here/there 6. Breathe out/in 7. Lie down			
7. ask for clarification when needed?			
8. read the bill?			
9. count the change correctly?			
STATION 6			
Did the student:			
1. take medicine (dosages) correctly?			
2. know the meaning of the symbols on medicine labels?			
3. count the change correctly?			
Totals			

Total

Total Score

....

Total possible score: 54

Compare the students' scores to this total and to each other's.

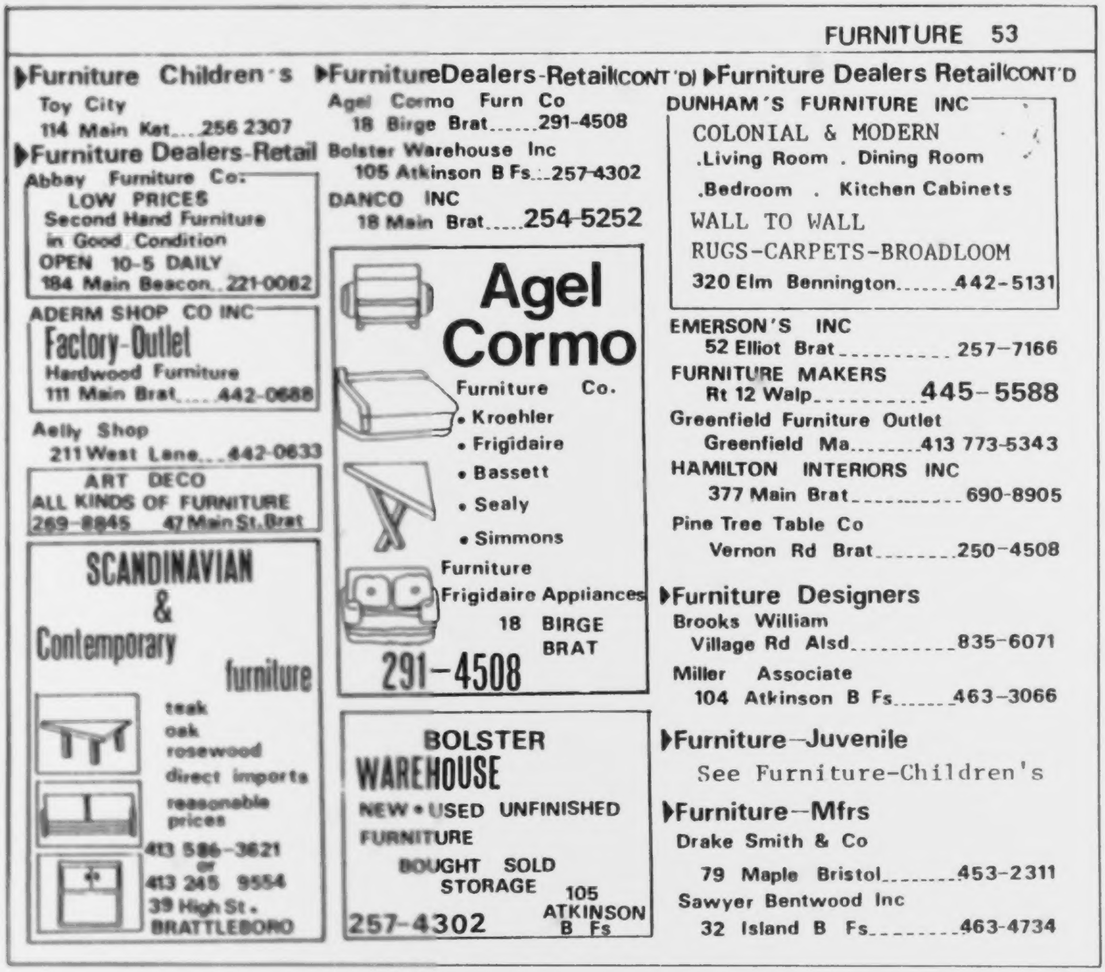
Appendix: 3

PERSONAL QUESTIONS

Where were you born?
I'd rather not say.
Where are you from?
I'd rather not say.
How tall are you?
How old are you?
How much do you weigh?
I'd rather not say.
How much rent do you pay?
I'd rather not say.
How much do you make?
I'd rather not say.
Why are't you married?
I'd rather not say.
Why don't you have children?
I'd rather not say.
Where were you last night?
I'd rather not say.
Why weren't you home?
Did you stay out late?
Did you come home alone?
Did you have a good time?
Did you see a good play?
Did you go to a concert?
I'd rather not say!

Graham, C. *Jazz Chants, Rhythms of American English for Students of English as a Second Language*. New York: Oxford University Press, 1978.

Appendix: 3



FURNITURE 53

▶Furniture Children's

Toy City
114 Main Kat....256 2307

▶Furniture Dealers-Retail

Abbay Furniture Co.
LOW PRICES
Second Hand Furniture
in Good Condition
OPEN 10-5 DAILY
184 Main Beacon..221-0062

ADERM SHOP CO INC
Factory-Outlet
Hardwood Furniture
111 Main Brat.....442-0688

Aelly Shop
211 West Lane....442-0633

ART DECO
ALL KINDS OF FURNITURE
269-8845 47 Main St. Brat

SCANDINAVIAN
&
Contemporary
furniture
teak
oak
rosewood
direct imports
reasonable prices
413 586-3621
or
413 245 9554
39 High St.
BRATTLEBORO

▶Furniture Dealers-Retail (CONT'D)

Agel Cormo Furn Co
18 Birge Brat......291-4508
Bolster Warehouse Inc
105 Atkinson B Fs...257-4302
DANCO INC
18 Main Brat.....254-5252

Agel Cormo
Furniture Co.
- Kroehler
- Frigidaire
- Bassett
- Sealy
- Simmons

Furniture
Frigidaire Appliances
18 BIRGE
BRAT
291-4508

BOLSTER
WAREHOUSE
NEW • USED UNFINISHED
FURNITURE
BOUGHT SOLD
STORAGE
257-4302
105
ATKINSON
B Fs

▶Furniture Dealers Retail (CONT'D)

DUNHAM'S FURNITURE INC
COLONIAL & MODERN
.Living Room . Dining Room
.Bedroom . Kitchen Cabinets
WALL TO WALL
RUGS-CARPETS-BROADLOOM
320 Elm Bennington.......442-5131

EMERSON'S INC
52 Elliot Brat...........257-7166
FURNITURE MAKERS
Rt 12 Walp..........445-5588
Greenfield Furniture Outlet
Greenfield Ma........413 773-5343
HAMILTON INTERIORS INC
377 Main Brat............690-8905
Pine Tree Table Co
Vernon Rd Brat.........250-4508

▶Furniture Designers

Brooks William
Village Rd Alsd..........835-6071
Miller Associate
104 Atkinson B Fs.......463-3066

▶Furniture—Juvenile

See Furniture-Children's

▶Furniture—Mfrs

Drake Smith & Co
79 Maple Bristol........453-2311
Sawyer Bentwood Inc
32 Island B Fs.........463-4734

1. How many places sell used furniture?
2. What is the address of Emerson's?
3. What time is Abbay Furniture Company open?
4. Where can you find furniture that you must paint yourself?
5. Where might you shop for a baby's crib?

Appendix: 3

ADDRESS WORKSHEET

Make complete addresses out of the following information.
Address blank envelopes correctly using the addresses you compose here.

Harris and Pennsylvania
Marvin Miller Philadelphia
525 Alice 19133 Lane

Correct Address:
Alice and Marvin Miller
525 Harris Lane
Philadelphia, Pennsylvania 19133

Chicago 8th B42 60600
Mark N. Illinois Mr.
S. Apt. Kemp 711 St.

Correct Address:

N.W. Jones Orange Grove
Blvd. 06124 Dr. LA
Alcazar 11 Sandra

Correct Address:

BOX MN Mrs.
Woodland Smith and
97642 Mr. 18 P.O.

Correct Address:

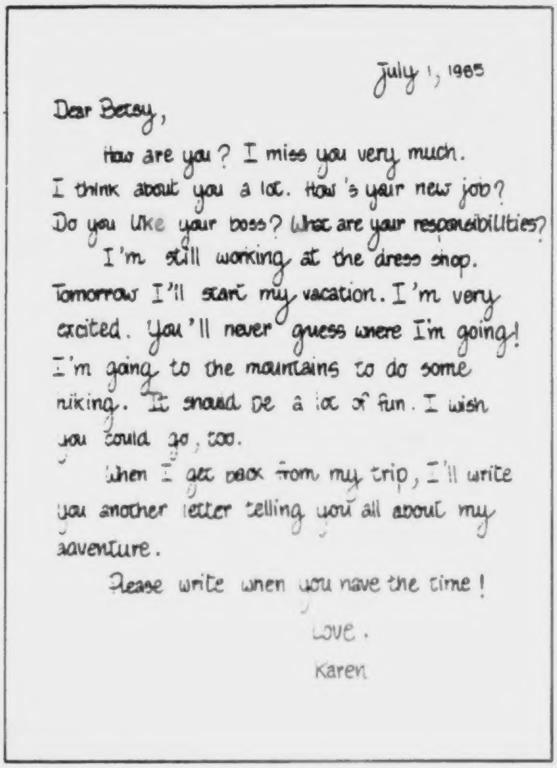
Ms. Los Amigos 1755
Drive CA 94332
Brady Santa Mesa Carol

Correct Address:

Arizona Stan #6A
Maple Wildwest Jenkins
62409 Jr. 8006 St.

Correct Address:

Appendix: 3



July 1, 1985

Dear Betsy,

How are you? I miss you very much. I think about you a lot. How's your new job? Do you like your boss? What are your responsibilities?

I'm still working at the dress shop. Tomorrow I'll start my vacation. I'm very excited. You'll never guess where I'm going! I'm going to the mountains to do some hiking. It should be a lot of fun. I wish you could go, too.

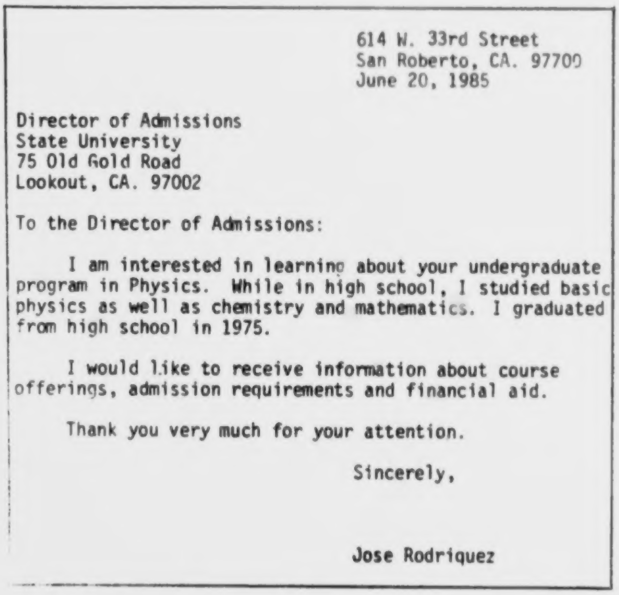
When I get back from my trip, I'll write you another letter telling you all about my adventure.

Please write when you have the time!

Love,

Karen

OFFICIAL LETTER



614 W. 33rd Street
San Roberto, CA. 97700
June 20, 1985

Director of Admissions
State University
75 Old Gold Road
Lookout, CA. 97002

To the Director of Admissions:

I am interested in learning about your undergraduate program in Physics. While in high school, I studied basic physics as well as chemistry and mathematics. I graduated from high school in 1975.

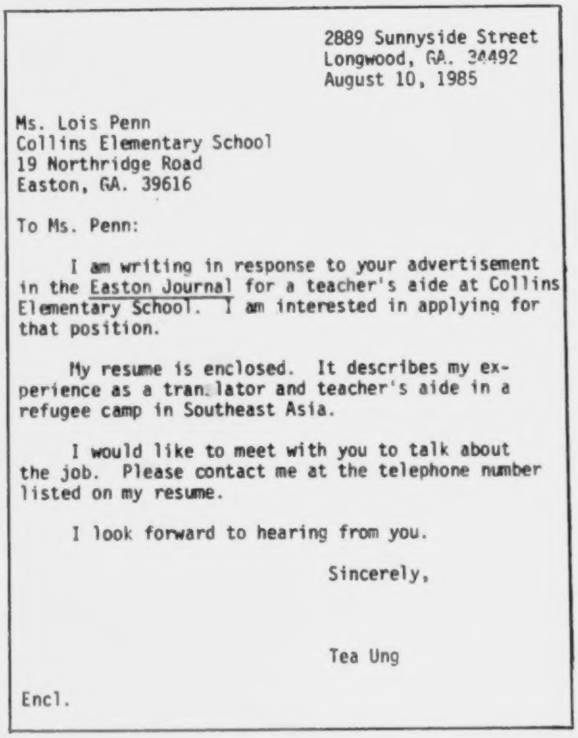
I would like to receive information about course offerings, admission requirements and financial aid.

Thank you very much for your attention.

Sincerely,

Jose Rodriquez

OFFICIAL LETTER



2889 Sunnyside Street
Longwood, GA. 34492
August 10, 1985

Ms. Lois Penn
Collins Elementary School
19 Northridge Road
Easton, GA. 39616

To Ms. Penn:

I am writing in response to your advertisement in the Easton Journal for a teacher's aide at Collins Elementary School. I am interested in applying for that position.

My resume is enclosed. It describes my experience as a translator and teacher's aide in a refugee camp in Southeast Asia.

I would like to meet with you to talk about the job. Please contact me at the telephone number listed on my resume.

I look forward to hearing from you.

Sincerely,

Tea Ung

Encl.

Appendix: 3

CHANGE OF ADDRESS ORDER

MAIL OR DELIVER TO POST OFFICE OR OLD ADDRESS

AFFIX
FIRST
CLASS
POSTAGE
IF MAILED

To POSTMASTER
City
State

THIS ORDER PROVIDES for the forwarding of First-Class Mail and all parcels of obvious value for a period not to exceed 1 year.	Print or Type (Last Name, First Name, Middle Name)	
CHANGE OF ADDRESS IS FOR: ☐ Entire Family ☐ Individual Signer Only I AGREE TO PAY FORWARDING POSTAGE FOR NEWSPAPERS AND MAGAZINES FOR 90 DAYS. ☐ NO ☐ YES	Old Address	No. and St., Apt., Suite, P.O. Box or R.D. No. (In care of) Post Office, State and ZIP Code
USPS USE ONLY CLERK CARRIER ENDORSEMENT	New Address	No. and St., Apt., Suit, P.O. Box or R.D. No. (In care of) Post Office, State and ZIP Code
CARRIER ROUTE NUMBER	Effective Date	If temporary, Expiration Date
DATE ENTERED	Sign Here	Date Signed

Appendix: 3

TIME MANAGEMENT PROBLEMS

a. You have a job at the SO SO Lock Factory. You must be at work at 8:00 a.m. It takes 25 minutes by bus to get to work. You must take a bus. Two buses that will get you to work stop near your house. One comes at 7:15 a.m. and the other comes at 7:35 a.m.

What time does the 7:15 bus arrive at SO SO? ____________.

What time does the 7:35 bus arrive at SO SO? __________.

Which bus must you take to work? _______________ Why?

b. You told an American friend you would meet her after work at Jane's Restaurant. You get off work at 5:00 p.m. When you finish, you must punch a time card, collect your belongings and walk down three flights of stairs. If it takes you 15 minutes to walk to the restaurant from your place of work, what is a good time to plan to meet this American friend at the restaurant? __________________.

What time do you leave your place of work? ____________.

What time will you probably get to the restaurant? ______.

c. You must go to the dentist before you report to work. Your dentist appointment is at 8:30 a.m. The dentist said it will take half an hour.

It takes 40 minutes by bus to get to work from the dentist. One bus comes at 8:55 a.m. The next bus comes at 9:15 a.m. What time will you get to work? __________________.

d. Your daughters usually sleep 12 hours a night. If you put your 3 year old child to bed at 7 p.m., what time will she wake up? _______

e. Your husband finishes work at 4:30. It takes him 10 minutes to walk home. You must leave for work at 5:30. It will take you about 45 minutes to prepare dinner and you want to eat dinner together. What time will you eat dinner? What time will you begin cooking?

Appendix: 3

1 Bedroom Apartment Furnished. Quiet. No pets. $320/month. Please call 639-0042.

House with yard. 3 Bedrooms. Close to school. $490/month + utilities. 794 Elon Street.

811 Green Road #4 Big 2 bedroom apartment. $350/month plus security deposit. No pets.

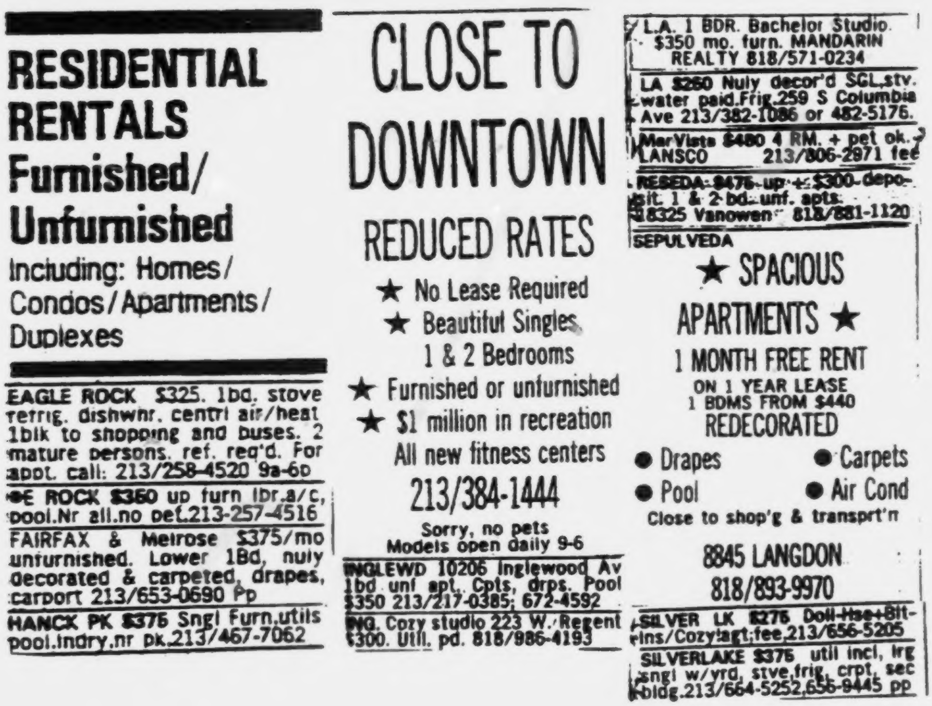
Apartment. New. Utilities and furniture included. $420/month. 964-0333.

Available May 1st. 2 bedroom house near bus. Unfurnished. $290/month + utilities and deposit. 297-7792

3 bedroom apartment near park. Pets O.K. unfurnished. 648 Black Lane #32.

1. What different kinds of housing are advertised?
2. What information is missing about the apartment on Black Lane? How can you get that information?
3. How many of the places mention a deposit?
4. If you have a dog, which places won't let you move in?
5. If you have four children, which place would you choose? Why?
6. If you need to move by April 15th, which place would not be good for you?

Appendix: 3



RESIDENTIAL RENTALS Furnished/ Unfurnished

Including: Homes/ Condos/Apartments/ Duplexes

EAGLE ROCK $325. 1bd. stove refrig. dishwhr. centrl air/heat 1blk to shopping and buses. 2 mature persons. ref. req'd. For appt. call: 213/258-4520 9a-6p

E ROCK $360 up furn 1br.a/c, pool.Nr all.no pet.213-257-4516

FAIRFAX & Melrose $375/mo unfurnished. Lower 1Bd, nuly decorated & carpeted, drapes, carport 213/653-0690 Pp

HANCK PK $375 Sngl Furn.utils pool.lndry.nr pk.213/467-7062

CLOSE TO DOWNTOWN

REDUCED RATES

★ No Lease Required
★ Beautiful Singles
1 & 2 Bedrooms
★ Furnished or unfurnished
★ $1 million in recreation
All new fitness centers

213/384-1444

Sorry, no pets
Models open daily 9-6

INGLEWD 10206 Inglewood Av 1bd unf apt. Cpts, drps. Pool $350 213/217-0385; 672-4592

ING. Cozy studio 223 W. Regent $300. Util. pd. 818/986-4193

L.A. 1 BDR. Bachelor Studio. $350 mo. furn. MANDARIN REALTY 818/571-0234

LA $260 Nuly decor'd SGL.stv. water paid.Frig.259 S Columbia Ave 213/382-1086 or 482-5176.

MarVista $480 4 RM. + pet ok. LANSCO 213/806-2971 fee

RESEDA $475 up + $300 deposit 1 & 2 bd. unf. apts. 18325 Vanowen 818/881-1120

SEPULVEDA

★ SPACIOUS APARTMENTS ★

1 MONTH FREE RENT
ON 1 YEAR LEASE
1 BDMS FROM $440
REDECORATED

● Drapes ● Carpets
● Pool ● Air Cond

Close to shop'g & transprt'n

8845 LANGDON
818/893-9970

SILVER LK $275 Doll-Hse+Blt-ins/Cozy!agt;fee.213/656-5205

SILVERLAKE $375 util incl, lrg sngl w/yrd, stve,frig, crpt, sec bldg.213/664-5252,656-9445 pp

---

1. If you were single and wanted to live in a house, which place might you choose?
2. How much is the one bedroom unfurnished apartment that has carpets, drapes and a pool?
3. If you and your spouse were over 35 years old, your children didn't live with you and you had a small dog, which apartment might you rent in Eagle Rock? Why?
4. Which apartment might be good for a single young man? Why?
5. Which would cost you more for one year, the apartment in Sepulveda or the $375/mo. apartment in Silverlake?
6. If you had 3 children and you looked at these advertisements, which places would you consider?

Appendix: 3

VOCABULARY AND ABBREVIATIONS: HOUSING ADVERTISEMENTS

appls.	appliances
appt.	appointment
apt.	apartment
ba.	bath
bdrm. or br.	bedroom
bldg.	building
blk.	block
bsmt.	basement
c/a or cen. air	central air conditioning
condo.	condominium
din.	dining
dplx.	duplex
E.	East
elec.	electric
elev.	elevator
exc. or excel.	excellent
F.	fee
Fam.	family
fplc. or firpl.	fireplace
flr.	floor
gar.	garage
gdn.	garden
ht.	heating
inc. or incl.	included
kit.	kitchen
lrg. or lg.	large
loc.	located or location
lux.	luxury
mod.	modern
N.	North
N.E.	Northeast
nr.	near
N.W.	Northwest
occ.	occupancy
priv. or pvt.	private
R.E.	real estate
ref.	references
req.	required
rm.	room
S. or So.	South
schls.	schools
S.E.	Southeast
Sec.Dep.	security deposit
shpng.	shopping
S.W.	Southwest
trans.	transportation
unfurn.	unfurnished
utils.	utilities (included in the rent)
w/ or w.	with
W.	West
W.W.crpt.	wall-to-wall carpeting
yd.	yard

This is not a complete list. Sometimes people make up their own abbreviations to save space.

Appendix: 3

RENTER'S AGREEMENT

LANDSLIDE RENTAL COMPANY

1. The renter, ________________ (full name), will move in to the unit __________ ________________________ (full address) on __________ (month), ________ (day), ________ (year) with monthly rent at ______________.
Rent is payable to LANDSLIDE RENTAL COMPANY on the first of each month.
A $10.00 fee will be charged for each day if the rent has not been paid by the fifth of the month.
A security deposit equal to one month's rent must be paid before the renter moves in.
The security deposit will be returned when renter leaves provided renter does not break the agreement, or damage property.

2. The renter is responsible to keep the apartment clean.
Trash must be disposed of properly.
No oil or solid foods may be put down the sink.
The company will make repairs of toilets and sinks unless misused.
No pets (animals) are allowed in the apartment.

3. The renter is responsible for the control of his/her children.
The renter must not make loud noises and must respect quiet hours after 11 p.m.

4. The apartment is rented only to the number of people specified in the agreement.
The company must agree to accept any other people living in the apartment.
Occasional overnight guests are welcome to stay.

5. The company asks renters not to smoke in bed.
The company will clean carpets before renter occupies the apartment.
The renter will pay for damages done on or in the apartment.
Normal wear and tear of apartment is not considered damage.

6. The renter must pay electric and telephone bills.
The company pays heat, water, and garbage-collection bills.

7. The renter must give 30-days notice in writing before moving from the apartment.

8. If renter has a problem or question, he/she should telephone the Business Office at 877-3547.

If you agree to the terms of this Renter's Agreement, please sign below and return one copy to the renting agent. Thank you.

______________________ Date	______________________ Renter's Signature
______________________ Date	______________________ Landlord's Signature

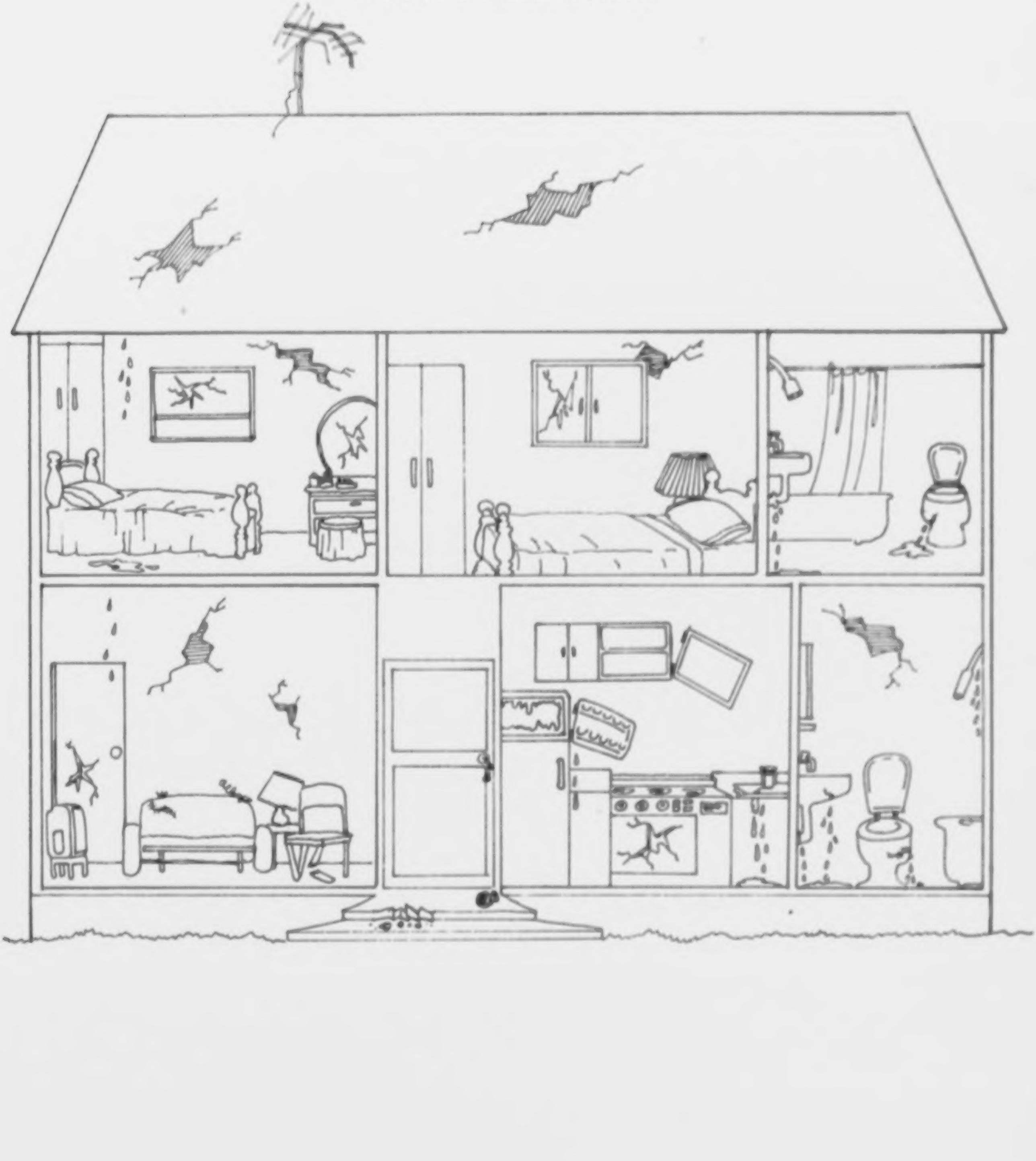
Sample Housing Situations

Is it OK or not OK according to the rules in the renter's agreement?

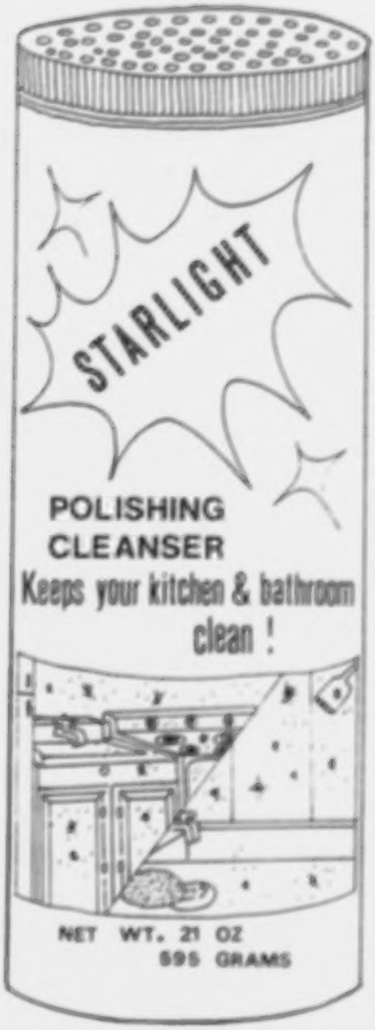
- You pay $200.00 as a security deposit.
- Your children play soccer in the living room and the ball breaks a window. You notify the landlord so that he can arrange and pay for a new window to be installed.
- Two friends stay at your apartment for the whole weekend.
- You have a small bird in a cage in your bedroom.
- You pay your own telephone bill by check through the mail.
- You give the garbage collector $100.00 a month.
- You have a party and invite the neighbors. There is singing and dancing. The guests leave by 1:00 a.m.
- The toilet has been leaking for two days. You call the landlord and ask him to send someone to fix it.
- You plan to move out so you send your landlord a letter six weeks before you want to leave.

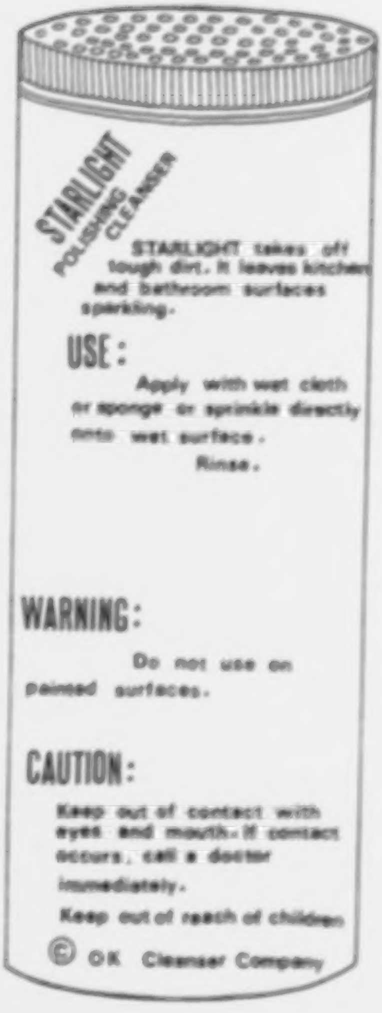
Appendix: 3

This House Needs Repairs!



Appendix: 3


STARLIGHT
POLISHING
CLEANSER
Keeps your kitchen & bathroom
clean !
NET WT. 21 OZ
595 GRAMS


STARLIGHT
POLISHING
CLEANSER

STARLIGHT takes off tough dirt. It leaves kitchen and bathroom surfaces sparkling.

USE:

Apply with wet cloth or sponge or sprinkle directly onto wet surface.

Rinse.

WARNING:

Do not use on painted surfaces.

CAUTION:

Keep out of contact with eyes and mouth. If contact occurs, call a doctor immediately.

Keep out of reach of children

© OK Cleanser Company

Appendix: 3

MEDICAL HISTORY FORM

NAME: ______________________________
(FIRST) (LAST)

ADDRESS: ______________________________
(STREET) (CITY) (STATE) (ZIP)

TELEPHONE: ______________ DATE OF BIRTH: ______________

OCCUPATION: ______________ EMPLOYER'S NAME: ______________

EMPLOYER'S ADDRESS: ______________ WORK PHONE: ______________

INSURANCE: ______________________________
(COMPANY NAME) (POLICY NO.)

Medical History:

Allergies to Drugs: ______________________________

Check the appropriate choice: Do you, or have you in the past, suffered from:	YES	NO	WHEN (DATE)
Heart Disease			
Tuberculosis			
Eye Disease or Injury			
Arthritis			
Severe Back Pains			
Ulcers			
Severe Headaches			

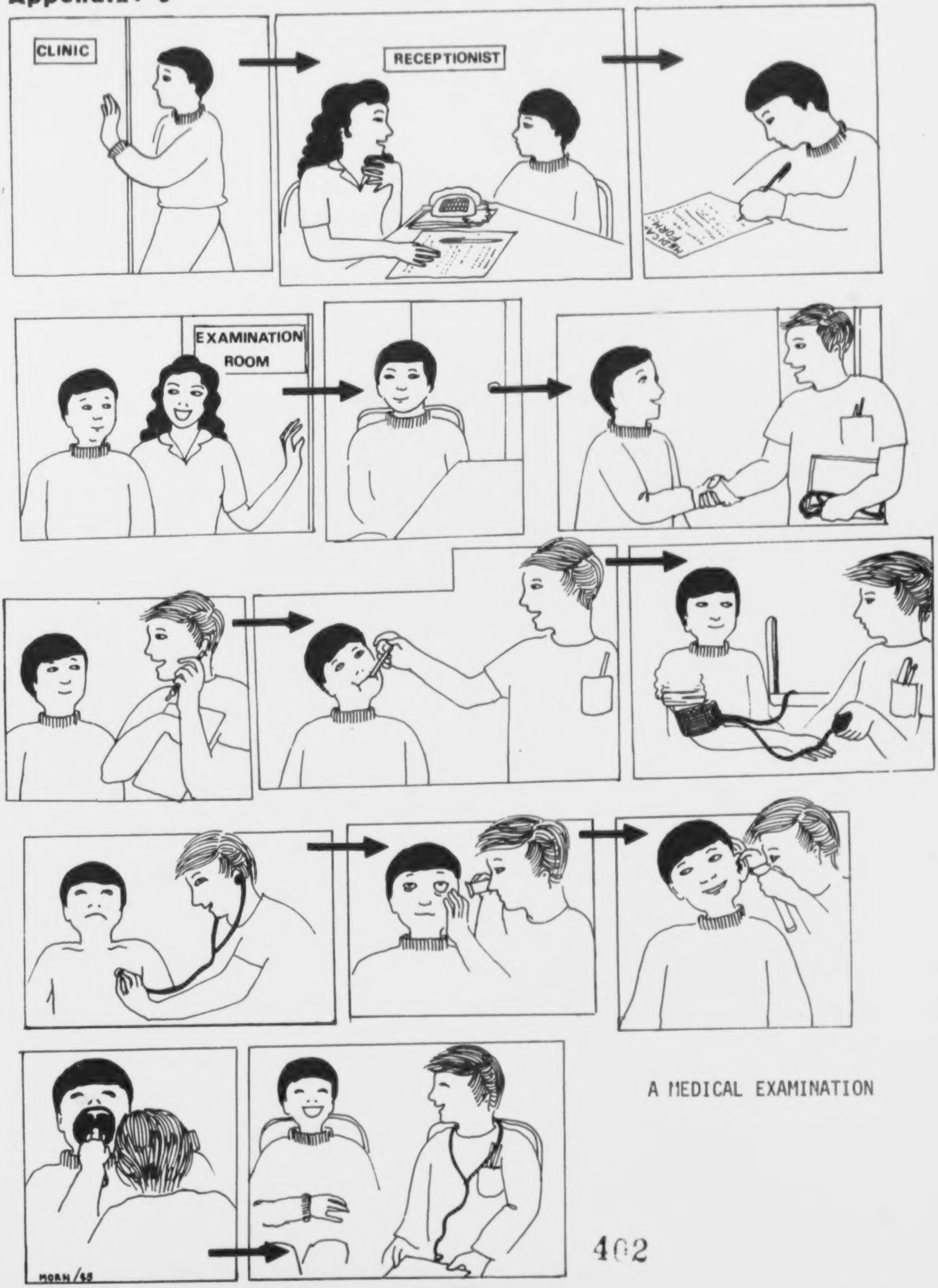
Cigarette smoker? __________ How long? __________ How many/day? __________

Are you currently taking any medicines? ____ Yes ____ No If yes, please list: ______________________________

Current Health Problems ______________________________

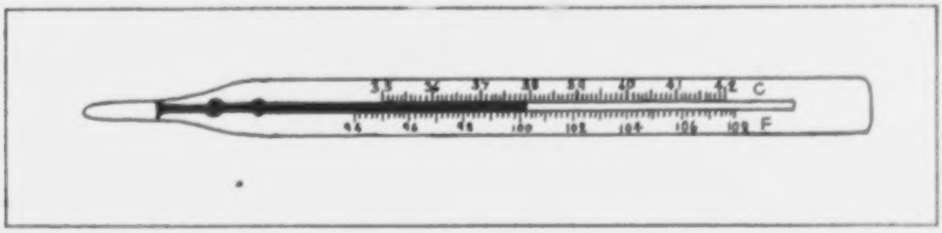
Hospitalizations (Reason/Date) ______________________________

Appendix: 3


CLINIC
RECEPTIONIST
MEDICAL FORM
EXAMINATION ROOM
MORN/85

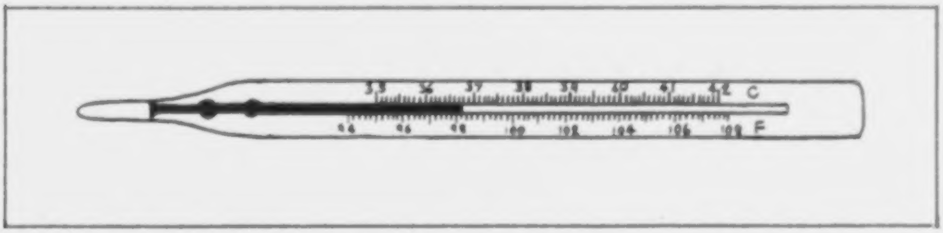
A MEDICAL EXAMINATION

Reading a Thermometer


35 36 37 38 39 40 41 42 C
94 96 98 100 102 104 106 108 F

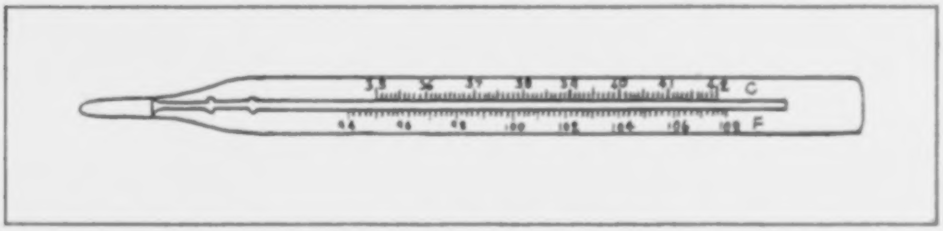
- What temperature does this thermometer show? ______________

  Does the person have a fever?


35 36 37 38 39 40 41 42 C
94 96 98 100 102 104 106 108 F

- What temperature does this thermometer show? ______________

  Is this an infant thermometer or one for adults?


35 36 37 38 39 40 41 42 C
94 96 98 100 102 104 106 108 F

- Mark the normal adult temperature on this thermometer.

  What is it? ____________________

Appendix: 3

TEACH YOUR CHILDREN

You who are on the road
Must have a code that you can live by.
And so, become yourself
Because the past is just a goodbye.

Teach your children well.
Their father's hell will slowly go by.
And feed them on your dreams.
The one they pick's
The one you'll know by.

Don't you ever ask them why.
If they told you, you would cry.
So just look at them and sigh,
And know they love you.

And you of tender years
Can't know the fears
That your elders grew by.
And so, please help them with your youth.
They seek the truth
Before they can die.

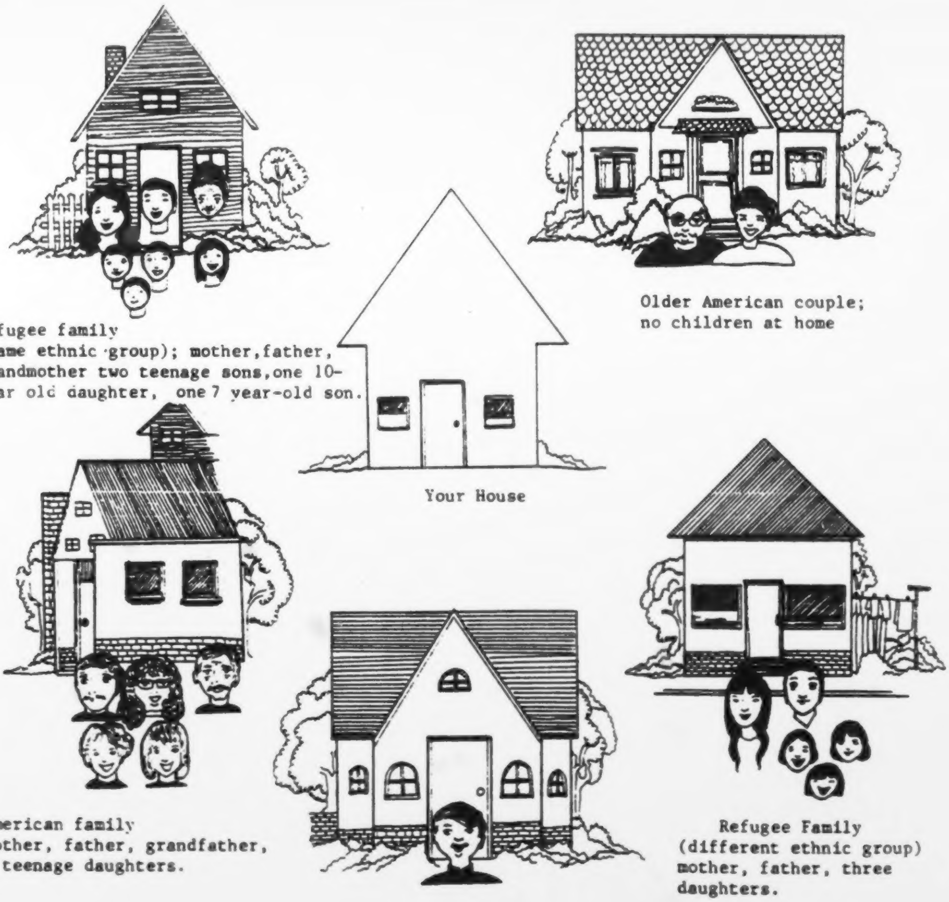
Teach your parents well.
Their children's hell will slowly go by.
And feed them on your dreams.
The one they pick's
The one you'll know by.

Don't you ever ask them why.
If they told you you would die.
So just look at them and sigh,
And know they love you.

by Crosby, Stills and Nash.
Original copyright by
Warner Brothers.

Appendix: 3

YOUR NEIGHBORHOOD


Refugee family
(same ethnic group); mother, father, grandmother two teenage sons, one 10-year old daughter, one 7 year-old son.
Older American couple; no children at home
Your House
American family
mother, father, grandfather, 2 teenage daughters.
Refugee Family
(different ethnic group)
mother, father, three daughters.
Single American man

1. Draw pictures of your family members in "your house."
2. Choose a neighbor to have as your friend.
   Which one did you choose? ____________________
3. List four things you will do to make friends with that person:

   ____

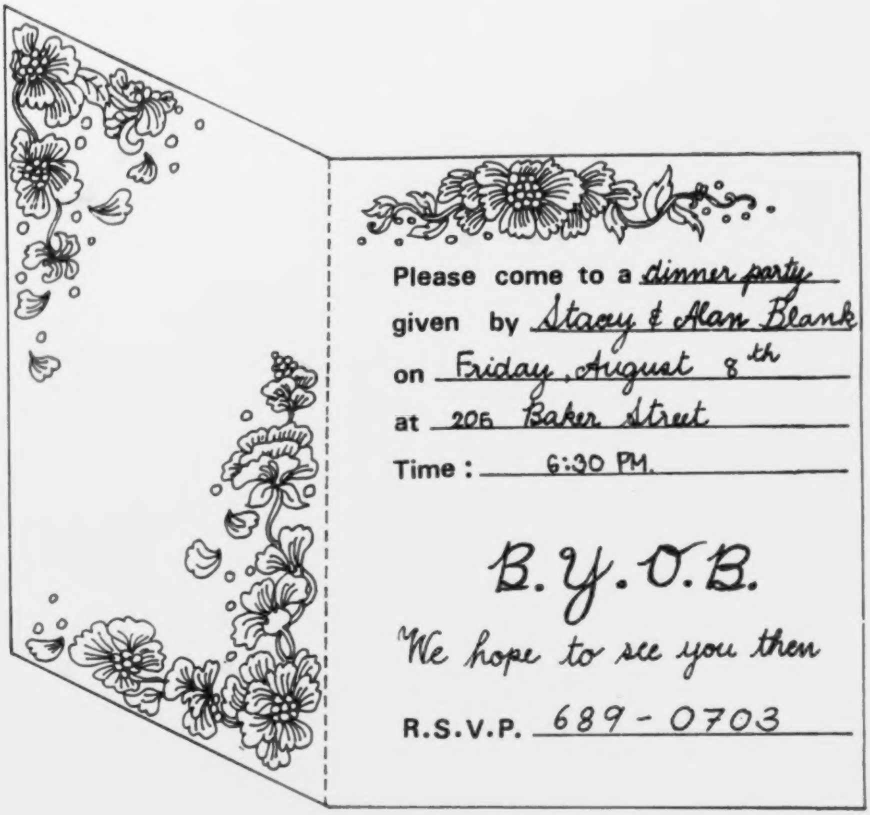
   ____

   ____

   ____

Appendix: 3

AN INVITATION



Please come to a *dinner party*

given by *Stacy & Alan Blank*

on *Friday, August 8th*

at *206 Baker Street*

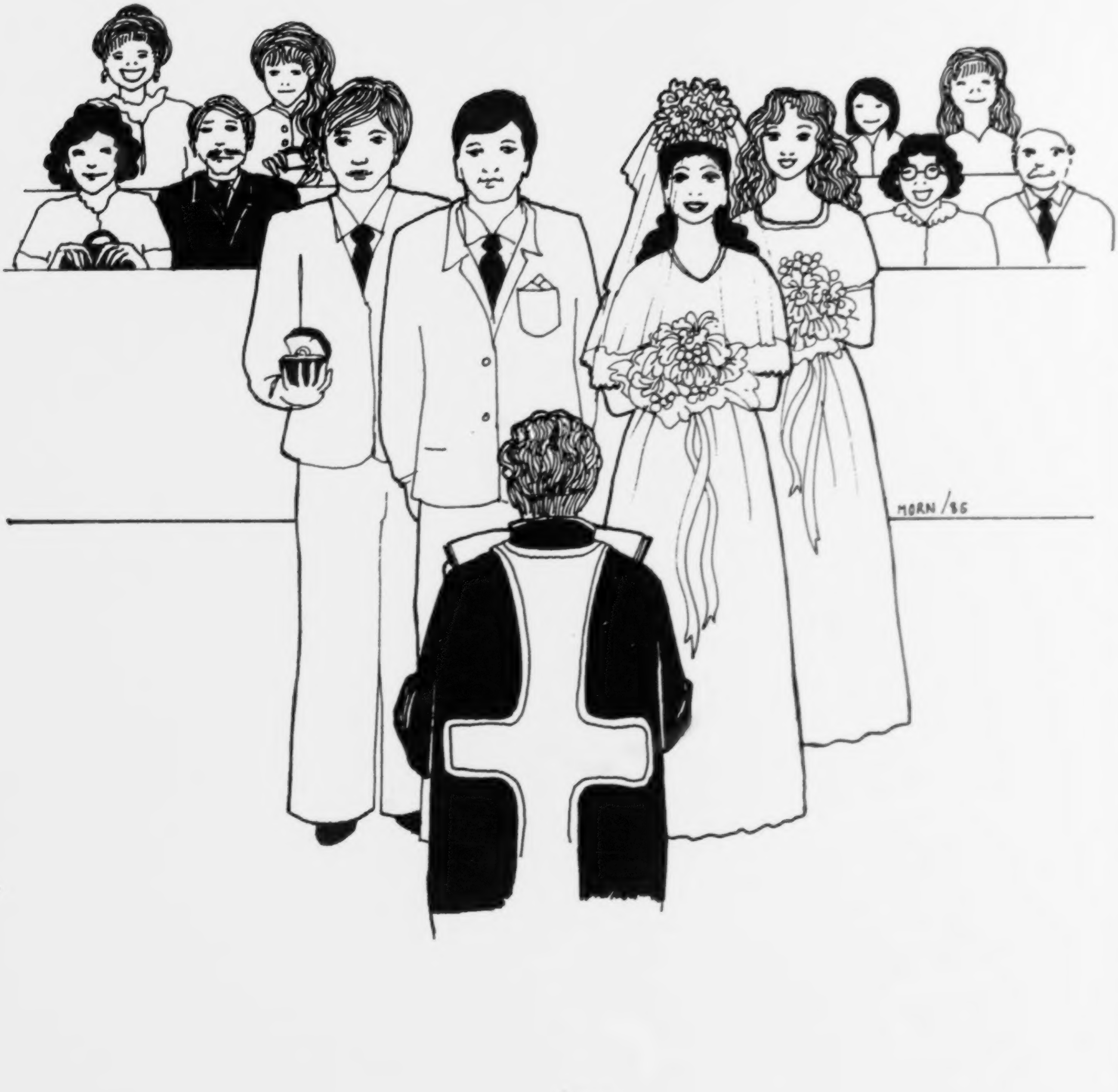
Time : *6:30 PM.*

B.Y.O.B.

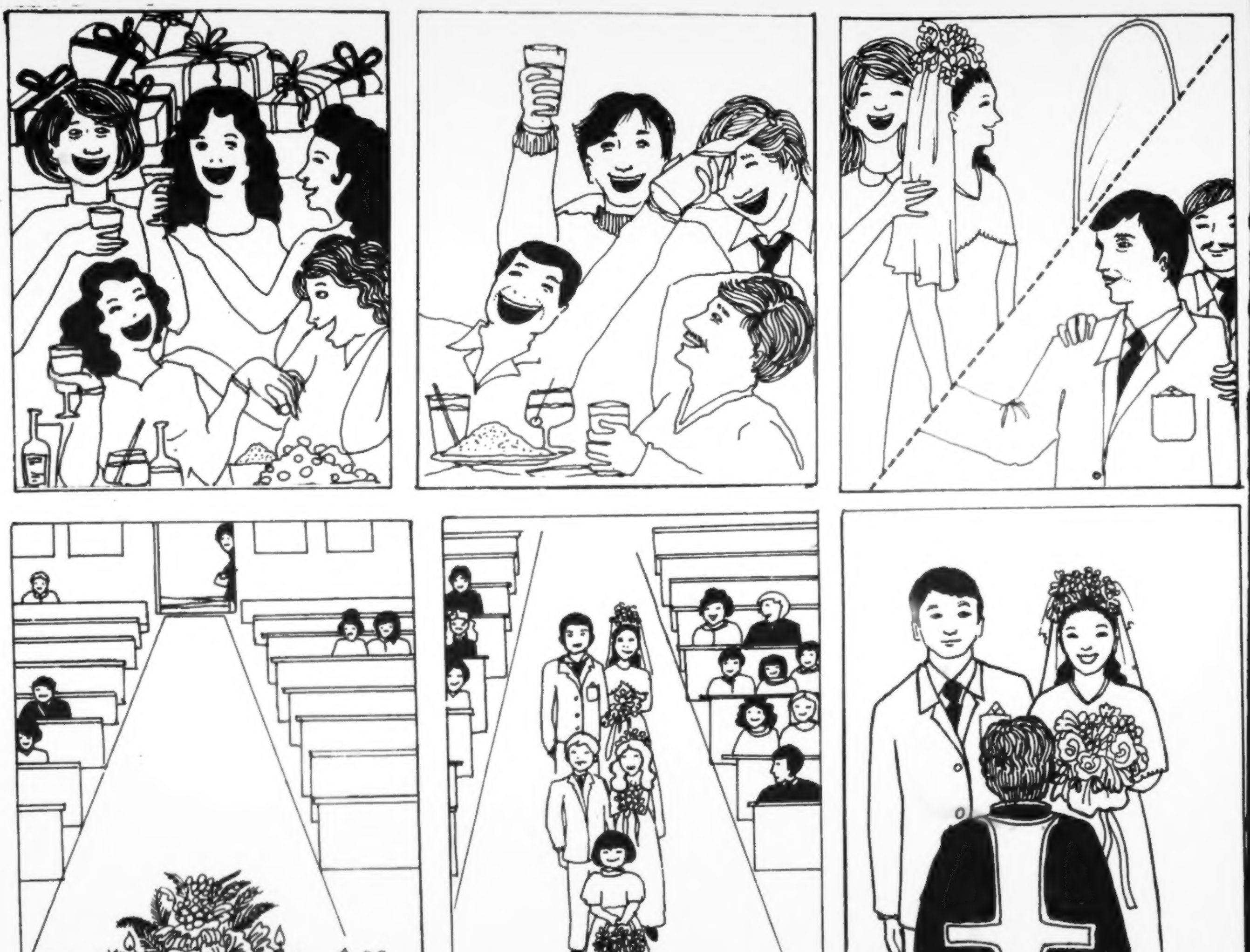
We hope to see you then

R.S.V.P. *689 - 0703*

A WEDDING CEREMONY

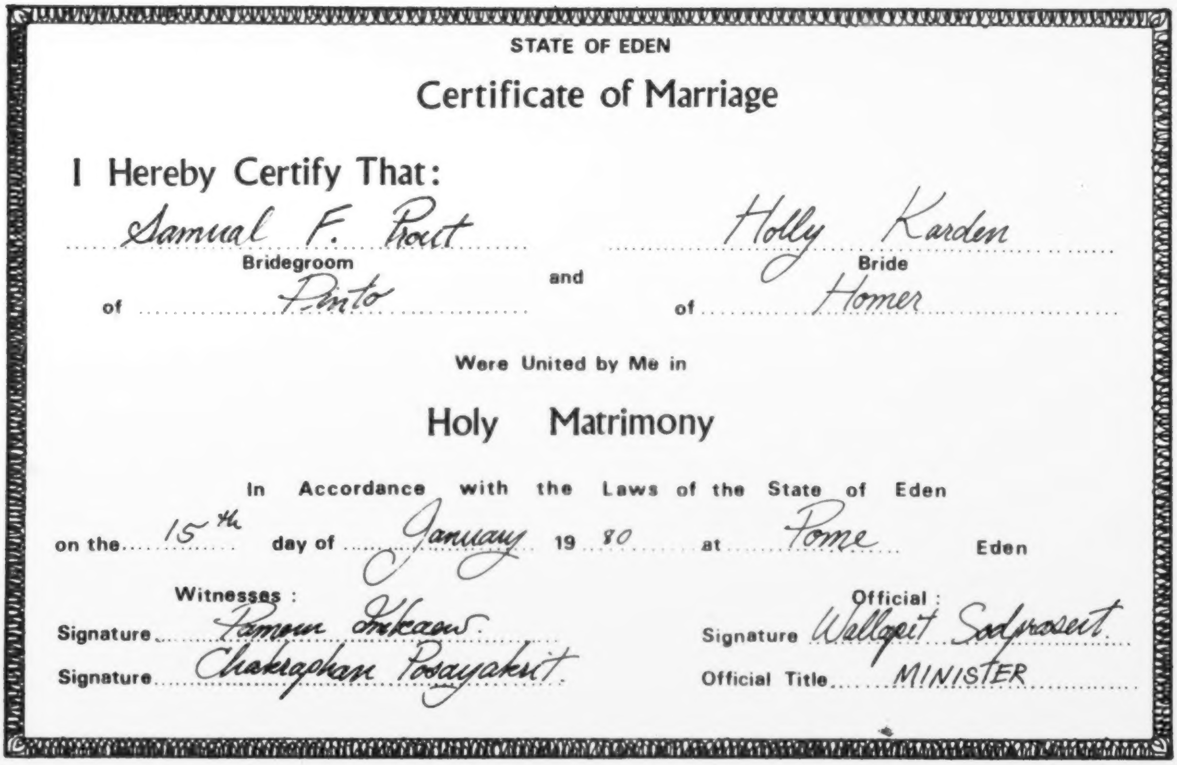


Appendix: 3


JUST
MARRI
MORN/85

GETTING MARRIED

Appendix: 3



STATE OF EDEN

Certificate of Marriage

I Hereby Certify That:

Samual F. Prout — Bridegroom — of Pinto

and

Holly Karden — Bride — of Homer

Were United by Me in

Holy Matrimony

In Accordance with the Laws of the State of Eden

on the 15th day of January 1980 at Pome Eden

Witnesses :

Signature Pamorn Inkaew.

Signature Chakraphan Posayakrit.

Official :

Signature Wallapit Sodprasert.

Official Title MINISTER

Appendix: 3

AMERICA

Puerto Rico, my heart's devotion,
Let it sink back in the ocean.
Always the hurricanes blowing,
Always the population growing.
And the money owing,
And the sunlight streaming,
And the natives steaming.

I like the island Manhattan.
Smoke on your pipe and put that in.

I like to be in America.
O.K. by me in America.
Everything free in America.
For a small fee in America!

Buying on credit is so nice.
One look at us and they charge twice!
I'll have my own washing machine.
What will you have, though, to keep clean?!

Skyscrapers bloom in America.
Cadillacs zoom in America.
Industry boom in America.
Twelve in a room in America!

Lots of new housing with more space.
Lots of doors slamming in our face!
I'll get a terrace apartment.
Better get rid of your accent!

Life can be bright in America.
If you can fight in America!
Life is alright in America.
If you're all white in America!

LA LA LA LA LA America.

Here you are free and you have pride.
As long as you stay on your own side!
Free to be anything you choose.
Free to wait tables and shine shoes!

Everywhere grime in America!
Organized crime in America!
Terrible time in America!
You forget I'm in America.

I think I'll go back to San Juan.
I know a boat you can get on.
Everyone there will give big cheer.
Everyone there will have moved here.

From the movie and play, "West Side Story." Original copyright by Warner Brothers.

Obtaining Phone Service

There are a number of different companies supplying local telephone service, selling telephones, and/or providing long distance service.

Procedures for obtaining telephone service can vary from place to place and can be a two or three-step process. First, the individual must obtain a telephone. This can be done by purchasing or renting the phone. Usually, over the long run, it is less expensive to buy a quality telephone than to rent one. (The individual should be careful when purchasing inexpensive telephones. Some evidence indicates that these telephones are of very low quality and will not work for a very long time.) Telephones may be bought or rented through telephone stores. Most communities will have more than one of these stores offering a variety of brands and styles of phones. Telephones can also be purchased at department stores, drug stores, hardware stores, radio stores, etc.

The second step is to obtain local telephone service. This can be done through the local telephone company. There are many such companies throughout the United States, but only one in each community. If the individual obtains a telephone from a phone store operated by the local phone company then he or she may also be able to obtain telephone service there. However, it may be necessary to go to a separate office to obtain service if one's telephone is not obtained from the local telephone company.

The third step is to obtain long distance telephone service. There are a number of companies offering this service. At present, the local telephone company will probably provide its customer with one of the company's services automatically, along with local service. However, in the future, the local company may let the customer select the long distance company he or she wants to use.

Employee Identification Card:

Every employee of the telephone company must carry an employee's identification card. When someone comes to your home or office and says he or she is from the telephone company, ask to see the identification card.

Long Distance Phone Calls: Open-Ended Story

Mr. Noon is a refugee who recently arrived in the U.S. He was happy to finally arrive in his new home in Portland, Oregon. He was also excited because he would be able to make a telephone call to his brother who lived in Minneapolis, Minnesota an another call to his cousin in Boston, Massachusetts.

Mr. Noon's sponsor taught him how to make long distance talephone calls from his own home. Mr. Noon phoned his brother that evening, and told him all about the family, the camp and about the trip to the U.S. They spoke for about two hours. He was very happy. Mr. Noon thought the telephone was a great invention.

After he said good-bye to his brother, Mr. Noon phoned his cousin in Boston. His cousin was very happy to hear from Mr. Noon after so long. Mr. Noon told his cousin all the family news. They spoke for 45 minutes.

Mr. Noon telephoned his brother and cousin several times during his first month in Portland. At the end of the month, he found a bill from the telephone company in the mail. He opened it. The bill showed that he must pay the telephone company $185.00 within ten days. Mr. Noon was surprised, and he was afraid.

Questions:

* Where did Mr. Noon live?
* Where did his cousin and his brother live?
  (Locate these places on a map.)
* Why did Mr. Noon think the phone in his home was a great thing?
* How much was his phone bill?

* Why was Mr. Noon surprised?
* Why was he afraid?
* Why did the telephone company ask him to pay so much money?

* What do you think Mr. Noon did about the phone bill?
* What would you do if you were Mr. Noon?
* How could Mr. Noon have avoided this situation?

LONG DISTANCE DIALING RATES

The rates listed here are approximate. They are included as examples only. No tax has been added. (Tax is included on customers' telephone bills.)

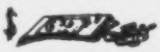
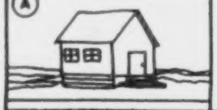
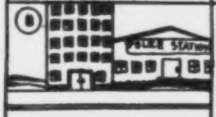
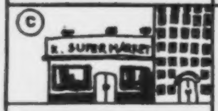
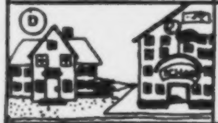
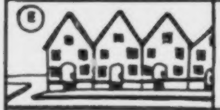
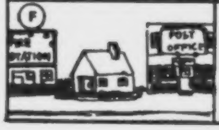
Direct-Dial Rates from: Apples, Maine to	Mon.-Fri. full rate 8 AM - 5 PM		Sun.-Fri. 5 PM - 11 PM		Sun. till 5 PM Sat. every night 11 PM - 8 AM	
	1st minute	additional minute	1st min.	add min.	1st min.	add min.
Boston, MA	.57	.37	.34	.23	.22	.15
Providence, RI	.57	.37	.34	.23	.22	.15
New York, NY	.58	.39	.34	.24	.23	.16
Washington, D.C.	.59	.42	.35	.26	.23	.17
Chicago, IL	.62	.43	.37	.26	.24	.18
Denver, CO	.64	.44	.38	.27	.25	.18
Miami, FL	.64	.44	.38	.27	.25	.18
Houston, TX	.65	.46	.39	.28	.26	.19
Los Angeles, CA	.74	.49	.44	.30	.29	.20
Seattle, WA	.74	.49	.44	.30	.29	.20

1. How much is a 3 minute phone call to New York at 4:00 PM on Saturday?
2. How much is a 10 minute phone call to Los Angeles at 11:30 PM? (What time will it be in L.A.?)
3. How much is a 30 minute call to Denver at 6:00 PM on Sunday?
4. Is it cheaper to call Miami for 10 minutes on Thursday at 9:00 PM or Boston for 10 minutes on Thursday at 9:00 AM?
5. Is it cheaper to call Washington, D.C. for 30 minutes on Sunday at noon (12:00) or for 15 minutes on Monday at noon?

Problem Situations: Making Choices

* Your cousin will be arriving from a refugee camp this week. You want to know the exact date and time so that you can drive three hours and meet her at the airport. Your aunt (who lives near the airport) is sponsoring her. Every time you call your aunt, nobody answers the phone. [Send a telegram asking your aunt to phone you.]
* For two weeks, you have been receiving letters for someone you don't know, along with your mail. [Return the letters to the local Post Office or mail deliverer and explain the situation.]
* In ten days, your friend will get married in France. You just found out and want to send him your best wishes. [Send a card by airmail.]
* You want to pay your telephone bill by mail. [Buy a money order for the correct amount (at the post office) and send it along with the correct part of the bill to the telephone company.]
* Next month you will move to another town. Your family will stay in the old house. [Complete a change-of-address form for yourself only. The Post Office will send the mail with your name on it to the new address.]

CHART: MULBERRY BUSH

MULBERRY BUSH U.S.A.	HOW MUCH IS THE RENT ? 	IS IT FURNISHED ?	ARE UTILITIES INCLUDED ?	HOW LONG IS THE CONTRACT ?	HOW MANY BEDROOMS ARE THERE ?
Ⓐ 	$ 225	NO.	NO.	MONTH TO MONTH	1
Ⓑ  POLICE STATION	$ 390	YES.	NO.	1 YEAR	2
Ⓒ  SUPERMARKET	$ 350	NO.	YES.	1 YEAR	2
Ⓓ 	$ 485	YES.	NO.	MONTH TO MONTH	3
Ⓔ 	$ 325	YES.	YES.	1 YEAR	3
Ⓕ  STATION POST OFFICE	$ 400	NO	NO	6 MONTHS	2

Appendix: 4

LETTERS FROM REFUGEES

FINDING A PLACE TO LIVE

a. "Do you know that the landlords will accept only two people for a one bedroom apartment and we have three people in our family so we have to look for a two bedroom apartment. But a two bedroom apartment costs more than we have. You see? That is the reason that I still live with my sponsor and keep looking for a one bedroom apartment."

Khmer man (Westford, Massachusetts).

b. "Last month I was busy moving into a new house. It is important to know before moving in if you have to pay for the first month's rent, and also a security deposit."

Lao man (Huntington Beach, California).

c. "I finally found an apartment this week and I will move in next weekend. It took me a month to find one that I like very much in this area. The apartment is very comfortable. The kitchen and bathroom are small, but the other rooms are big and I like the neighborhood. Do you know how much for the rent? I only pay $280 a month including gas and electricity. There is good transportation from a nearby subway station where I can get to the office from in 25 minutes. Also, there are a lot of stores and Chinese restaurants nearby."

Vietnamese man (Brooklyn, New York).

Case Studies: Different Medical Practices

Jo's baby had a fever for several days. She kept it wrapped in blankets to prevent her child from getting chilled. The baby seemed to get weaker and weaker. One day, a neighbor noticed and rushed Jo and the baby to the hospital emergency room. The doctors tried to unwrap the blankets to be able to cool the baby down. "Don't do that," she cried. "You'll kill my baby!" Several nurses had to hold her down. Eventually, the baby's fever came down as the doctors cooled its body with lukewarm water.

Mo, who is 35 years old, had been in the hospital for several days. His family contacted a spiritual healer (Shaman) from his native country. The shaman diagnosed Mo's condition as "chicken pox." The American doctors had disgnosed Mo's condition as something much more serious. The American doctors worked with a translator who was a community leader in Mo's ethnic group to arrive at a compromise. The shaman could perform some traditional healing practices on Mo if Mo would stay in the hospital and also let the American doctors treat him. When Mo's conditions worsened, and the shaman and visiting members seemed to cause too much confusion and noise for the staff, the doctors asked the shaman to leave. The doctors also started to take more blood tests, which the shaman said would weaken Mo. Mo thought the doctors wanted him to die, so he signed himself out of the hospital. His life was still in danger.

For each story, consider:

- What happened first, next, etc.?
- When did the conflicts arise? What were the causes?
- What did Jo or Mo think her or his options were at each point?
- Legally, what options did they have?
- How could the conflicts be resolved?

Appendix: 4

Case Studies: Operations

K had been in the U.S. seven months. She was two-months pregnant when she first arrived, so her baby was due any day. In the middle of the night, she felt the contractions. This was to be her fourth child, so she knew what to expect. Her husband called an ambulance and they went to the hospital. It was a long and difficult labor. The doctor decided to deliver the baby by a caesarean operation. K's husband had called a translator who spoke to both him and the doctor. K's husband didn't want his wife to have the operation. He became extremely upset saying it was unnatural and dangerous and would bring bad luck. The doctor said the operation was necessary to ensure the safe delivery of the child.

X was in his 40's. He died one night. People were not sure of the cause of death. The state in which X lives requires an autopsy operation to be performed when people die for unknown reasons. It is the law. X's family did not want the operation done. X had died. They felt it was final. Why disturb his body, soul and spirits by cutting him open?

USING MEDICINE SAFELY

Follow all directions on the label. Read and understand the proper dosage and the "warning" or "caution" listed. If you don't know how to use a medicine, don't use it until you get proper instructions from someone. Ask a friend or pharmacist for assistance. Store all medicines where appropriate (e.g. some need to be refrigerated) and keep them out of children's reach.

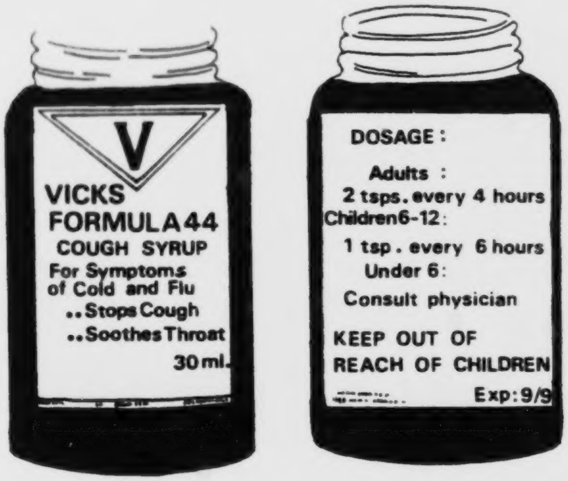
Non-prescription Drugs:

Do not use drugs for a long time without the supervision of a doctor. If you think you have a side effect from the drug, consult a doctor. Never take medicine while you're pregnant without a doctor's permission. Don't take more than one drug at a time without checking with a doctor. Consult a doctor about drinking alcohol when you are taking medicine.

Prescription Drugs:

Never share prescription medicine with anyone else. The doctor has prescribed strong medicine specifically for you (your body, your condition, etc.) and that medicine might do harm to another person if it is not needed or if that person has a different condition or is taking other medication. Always finish taking the prescription medicine even if you start feeling better. You may feel better, but your body may not be completely healthy yet. If the doctor says to take the medicine for 10 days, take it for ten days. If you think you have a side effect from the drug, consult your doctor immediately.

Non-prescription Drugs:



DOSAGE:
Adults:
2 tsps. every 4 hours
Children 6-12:
1 tsp. every 6 hours
Under 6:
Consult physician
KEEP OUT OF REACH OF CHILDREN
Exp: 9/9

Prescription Drugs:

CORNER PHARMACY
123 Old Bend Street, New Haven, Conn.
NO. 29823 Dr. Glenn
John Quinn
Take 1 tablet 3 times a day before meals.
May refill 1 time Aramyke
500 mg. KEEP OUT OF REACH OF CHILDREN

Appendix: 4

USING THE THERMOMETER

A thermometer is used for measuring temperatures. When you find that you or someone in your family has a very high temperature, or has had a slight temperature for many days, you know you should see a doctor right away. In the U.S., thermometers measure temperatures in Fahrenheit degrees. The temperature is taken rectally for babies and children and orally for older children and adults. Temperatures are not taken under the arm because the measurement is not considered reliable.

* Preparation: Clean the thermometer with soap and warm water (rinse it well) and rubbing alcohol before use. Hot water may break the thermometer.

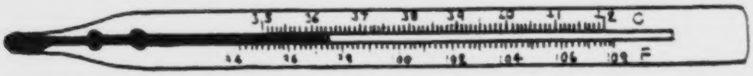
* After Use: Clean the thermometer after use with soap and warm water and rubbing alcohol. Store it out of children's reach.

* Taking a Temperature: Shake the thermometer down (do not touch the tip) until it reads below 96°F. Place the thermometer under the tongue for 5-7 minutes. Read the temperature.

* Temperature Range:

98.6°F -- normal
99°-100° -- slight fever; keep checking
101°-102° -- fever; if it continues for a few days see a doctor; if a child has this fever, see a doctor.
over 102° -- see a doctor immediately
over 103° -- Emergency! go the hospital

35 36 37 38 39 40 41 42 C
94 96 98 100 102 104 106 108 F



TREATING A FEVER. Aspirin, bed rest and drinking liquids may reduce a mild fever. A child with a high fever should rest in bed, drink liquids and be dressed lightly. It can be dangerous (increase the fever) to wrap a feverish child in many clothes or blankets. Wiping the neck, back, chest, arms and legs with lukewarm (not cold) water can help reduce the fever, too.

Appendix: 4

Professional Mental Health Services

Maintaining one's mental health is considered very important in the U.S. Most communities have at least one facility at which people can find help in times of emotional disturbance.

It is common for people in the U.S. to seek the assistance of professionals in the field of mental health. These are people who have been trained to counsel others, and who get paid for their services. These counselors are usually "strangers" to the people who come to them for help. The counselors have made a professional promise not to share personal information about their clients with others.

Some of the mental health professionals:

Psychiatrist:	medical doctor who specializes in psychological problems
Psychologist:	doctor who specializes in psychological problems, but is not a medical doctor
Social Worker:	professional who counsels people who have psychological problems
Counselor:	person who can perform same functions as social worker, but may also be specially trained to help people select appropriate jobs, schools, etc.

Some communities have mental health facilities designed specifically for refugees. Members of different ethnic groups are trained to help provide emotional support and guidance to members of their own community.

The resettlement agency, Mutual Assistance Association or sponsor may be able to help refugees contact the people and services they need.

Appendix: 4

LETTERS FROM REFUGEES

MAINTAINING GOOD HEALTH/EMOTIONAL WELL-BEING

a. "Especially to the single person, loneliness is really a serious problem. Life in the States is so busy that no one is free to pay attention to others or to make friends with others."

Vietnamese man (San Jose, California).

b. "Now it is 12:30 of the first day of the new year. After going outside to welcome in the new year I returned to my room where a deep sadness caught me. I was deeply touched and cried alone. I don't know why I am weak like that. Perhaps you haven't experienced the sadness of a man who is far away from his family, as I'm doing now. I'm writing to you to be consoled and relieved."

Vietnamese man (Houston, Texas).

c. "You will understand my emotional feelings when you come here. When you first arrive here you will have many complicated feelings and then later the calm will come. You will see that Americans with some exceptions, don't look at each other deeply and don't often show kindness to each other as [we] do. Every society has its own kind of heart and ways of showing feelings. And I haven't met anyone here who has the same emotional feelings that I do. The shallow expressions that I see here only make me sadder and more discouraged. I'm hoping that you will come here as soon as possible and then we will talk in a low voice sharing the deepest corners of our hearts. It is so hard even to find one friend here, so we will be friends to each other."

Vietnamese woman (Philadelphia, Pennsylvania).

d. "Months went by like the blink of an eye. I could not believe that I have been here nine months already. I cannot wait to tell you that I passed...my entrance test for... junior college...I am so excited and so happy that I have never had these feelings before. It seems that the sun has started to shine in my life."

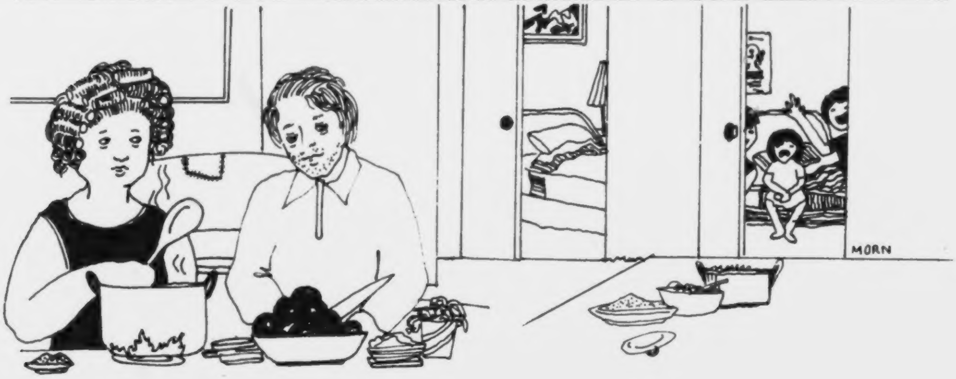
Khmer woman (Muskogee, Oklahoma).

Appendix: 4

CASE STUDIES: FAMILY HEALTH

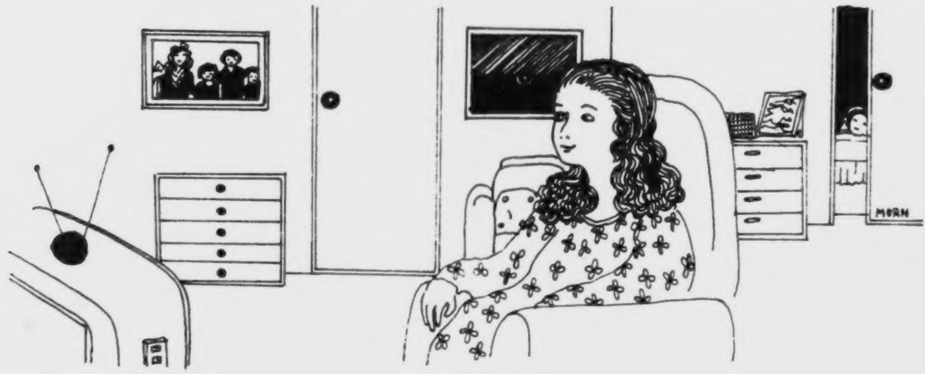
Family Wo:

Mr. and Mrs. Wo and their 4 children live in a 2-bedroom apartment. Three children sleep in one bedroom and the infant sleeps in the parents' room. When it's hot outside, the Wo children take a bath every evening. When it's cold outside they take a bath two times a week (to save water). Neither Mr. or Mrs. Wo drinks liquor. Mr. Wo smokes only one pack of cigarettes a day. The kids wear heavy sweaters and gloves during the winter. They run home from school quickly so they don't need boots or hats. They usually have hamburgers or other meat for dinner. Mr. and Mrs. Wo both like to cook.



Family Ho:

Mrs. Ho and her three children live in a 2-bedroom house. The three children sleep in separate beds in one room. The children take their own baths every day. Mrs. Ho doesn't let the children eat sweet candies. They usually have rice and vegetables and fish or chicken for dinner. Mrs. Ho doesn't smoke or drink. She sits at home and watches television after the children go to bed. The kids wear gloves, hats, boots and heavy clothing in the winter. They spend a lot of time playing in the snow.



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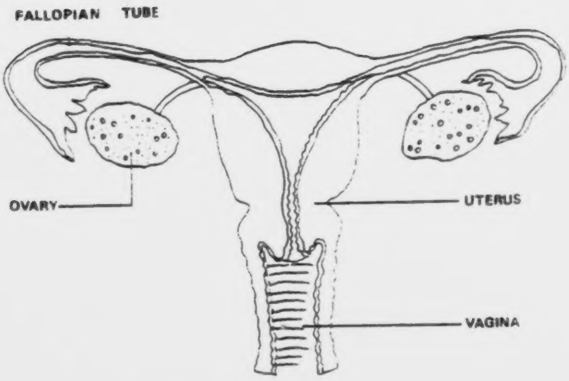
TERMS

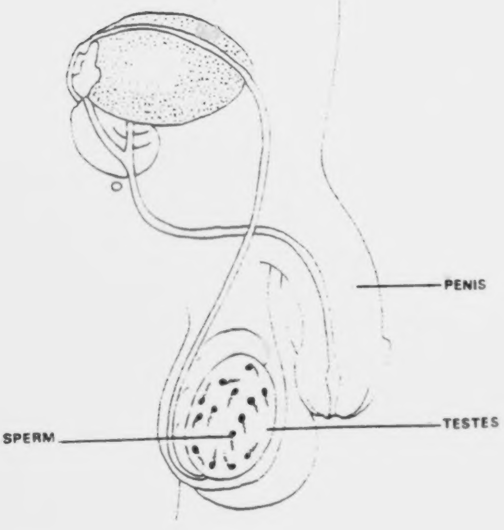
Ovulation:	The production and discharge of eggs from the ovary.
Menstruation:	The periodic discharge of blood and other matter from the uterus, usually every four weeks.
Fertilization:	The act of sperm and egg joining to prepare the egg for implantation.
Conception:	The act of becoming pregnant.
Implantation:	The act of the fertilized egg becoming set in place in the lining of the uterus.

REPRODUCTIVE ANATOMY

FEMALE


FALLOPIAN TUBE
OVARY
UTERUS
VAGINA

MALE


PENIS
SPERM
TESTES

Appendix: 4

CONTRACEPTIVE METHODS

METHOD	HOW IT WORKS	ADVANTAGES	DISADVANTAGES	CAUTION	OBTAINING IT
Condom (prohylactic, rubber)	Unrolled from package onto erect penis before intercourse. Prevents semen from entering vagina.	readily available; inexpensive; no side effects; protects against venereal disease; highly effective	may interrupt love-making	Use each condom only once. Extend condom a little beyond the penis to catch the semen.	purchase directly in a pharmacy or or supermarket.
Diaphragm	Spermicidal cream or jelly is placed in shallow flexible cup (diaphragm). Diaphragm is inserted into vagina covering the cervix. Prevents semen from entering uterus.	usually no side effects; lasts 1-2 years; highly effective	may interrupt love-making additional spermicidal jelly or cream must be added before each additional act of intercourse.	Be remeasured if you lose or gain more than 10 lbs. Leave diaphragm in place 6-8 hours after intercourse.	get measured by a doctor or nurse, obtain a prescription. Fill prescription at pharmacy.
Vaginal Spermicides (cream, suppositories, foam)	Inserted in a measured amount into vagina before intercourse. Prevent sperm from entering the uterus.	readily available; inexpensive; usually no side effects.	possible side effect: allergic reaction	Insert before each act of intercourse.	purchase directly in a pharmacy or supermarket.
IUD (interuterine device)	Inserted by a doctor into the uterus. May cause changes in the uterus which prevent a fertilized egg from implanting.	can be left in a long time; highly effective	some women expell the IUD naturally. Some possible side effects: vaginal bleeding, cramping	Check (feel) the IUD strings every month to its placement.	Must be inserted and removed by a medical practitioner.
Pill (oral contraceptive)	Different types of pills work differently: - stop development of egg - prevent sperm from reaching egg - change uterine lining	highly effective; simple and convenient.	some possible side effects: weight gain, depression	Take every day.	Obtain a prescription after a complete physical examination. Fill order at pharmacy.
Natural/Rhythm Method (Calendar, mucus discharge or temperature)	Avoid having intercourse during fertile periods.	No contraceptives to buy. No side effects.	There is no absolutely sure method of determining exactly when a woman will be fertile.	Learn the method you choose carefully and completely.	

***Note:** The above chart presents an outline of information about methods of contraception. It is recommended that people consult with a physician before choosing one method in order to find out about all their options and possible advantages and disadvantages.

Family Planning: Tic-Tac-Toe Questions

I.U.D.

1. Do you need to replace the I.U.D. every month? (NO)
2. If the doctor removes the I.U.D., can a woman become pregnant? (YES)

Diaphragm

1. Should the diaphragm be inserted and removed by a doctor? (NO)
2. Should the diaphragm be used with a spermicidal cream or jelly? (YES)

Condom

1. Is the condom most effective when used with spermicidal foam? (YES)
2. Are condoms available in supermarkets? (YES)

Sterilization

1. Is a tubal ligation generally effective in preventing pregnancy? (YES)
2. Does a man have to stay in the hospital for a few days after a vasectomy? (NO)

Private Doctor

1. Will a private doctor give you a prescription for a condom? (NO)
2. Do some private doctors perform sterilizations? (YES)

Community Clinic

1. Would family planning services be cheaper here than at a private doctor's office (generally speaking)? (YES)
2. Might they perform sterilizations here? (YES-they might)

Pill

1. Should the pill be taken every day? (YES)
2. Is it OK to share contraceptive pills with your sister? (NO)

Pharmacy

1. Can you get an I.U.D. at a pharmacy? (NO)
2. Can you get a diaphragm at a pharmacy? (YES-with a doctor's prescription)

Family Planning Clinic

1. Might they provide family planning counseling services? (YES)
2. Do both women and men go to these clinics? (YES)

CHILDBEARING PROCEDURES

The following are general procedures used in many American hospitals. These procedures are not followed by everyone. REMEMBER, there is choice involved in many of the steps.

- Delivery rooms are kept cool (sometimes air conditioned) and brightly lit.
- A light hospital gown is provided by the hospital.
- A doctor and nurse(s) will be present during the delivery.
- The woman lies down on her back on an operating table for delivery.
- A machine is used to check the baby inside the mother.
- The woman will have her cervix measured at different times during labor to check how much it is opening up. (The baby will have to pass through this opening.)
- The woman may choose to take some medication for pain.
- Some hospitals perform an episiotomy (a small cut to widen the opening of the vagina) to prevent it from tearing during delivery.
- In some cases of complications during childbirth, a caesarean operation may be necessary.

After delivery the child is measured and weighed. If it is a boy, he may be circumcised. A special solution is placed in each eye to prevent infection. Sometimes, the baby will stay in a nursery that is separate from the mother's room, though usually right down the hall.

The mother will be offered a cold drink and a shower. She might be taken to a recovery room first, or straight to her hospital room.

The mother should eat well, drink plenty of fluids and get enough rest. She should find out from her doctor or nurse what she needs to do.

Having a child is a major event in people's lives. Their routines will change. Their responsibilities may have to be adjusted. It's important for the close friends and relatives of the new mother to be sensitive to these changes, and to offer to help whenever possible and appropriate.

Appendix: 4

PREGNANCY, CHILDBIRTH AND INFANT CARE

Jeopardy Game Questions

Pregnancy	Childbirth	Infant Care
YES-NO QUESTIONS: ONE POINT EACH		
*Are pregnant women allowed to continue working? (YES)	*Are all boy infants circumcised right away? (NO)	*Do most doctors recommend bottle feeding new-born babies? (NO)
*Is it recommended that women gain some weight during pregnancy? (YES)	*Are hospital delivery rooms usually kept cool? (YES)	*Are immunizations available at public health clinics? (YES)
*Do pregnant women get discounts at the supermarket? (NO)	*Are husbands required to be in the delivery room during childbirth? (NO)	*Should babies have their first medical check-up when they are between ten and twelve months old? (NO-MUCH SOONER)
LONG ANSWER QUESTIONS: TWO POINTS EACH		
*How often should pregnant women visit the doctor? (ABOUT ONCE A MONTH.)	*In cases of complication during childbirth, what might be necessary? (A CEASARIAN OPERATION.)	*Demonstrate how to diaper a baby using a doll. Why should infants wear diapers? (PUBLIC HEALTH REASONS WHEN OUTSIDE THE HOME; PROTECTION OF FLOORS AND FURNITURE AT HOME; KEEPS BABY WARM.)
*Name three recommended practices for maintaining the well-being of the fetus and the woman during pregnancy. (REFRAIN FROM SMOKING AND FROM DRINKING ALCOHOLIC BEVERAGES; GET ENOUGH REST; EAT NUTRITIOUS FOODS; HAVE REGULAR CHECK-UPS.)	*How soon can the parents see the baby after birth? (RIGHT AWAY. CHECK AHEAD OF TIME TO SEE IF THE BABY CAN STAY WITH YOU INSTEAD OF IN THE NURSERY.)	*How long do women in the U.S. breast-feed their babies? (IT'S UP TO THEM IN CONSULTATION WITH THEIR DOCTOR OR NURSE.)

QUESTIONS ABOUT AMERICAN FAMILY STRUCTURES

1. Are all women in the U.S. required to work outside the home? (NO)
2. Do most people in the U.S. get married at some point in their lives? (YES)
3. Do all American men help with houswork and child-rearing at home? (NO)
4. May a family of 11 people all live together? (YES, IF THE LANDLORD SAYS O.K.)
5. Do some elderly people live with their children and grandchildren? (YES)
6. Can people leagally have more than three children? (YES, AS MANY AS THEY WANT.)
7. Are all children required to leave home as soon as they are 18 years old? (NO)
8. Do some Americans make their own clothes at home? (YES)
9. In most two-parent families, do both the mother and the father work outside the home? (YES)
10. Are all children between the ages of 6 and 15 legally required to attend school? (YES)

Appendix: 4

Lifestyles: Women In the U.S.*

Situations: Barbara is married and has two children. She is 28 years old. She works as a business secretary. Every morning she drives her children to a day care center. She pays someone to take care of her children while she is at work. Her husband works, too. She and her husband talk about every family decision. They like to do things toegether.

Donna is 55 years old. She has been married three times. Her first husband died. She and her second husband are divorced. She married again in 1981. She has three children who are now adults. They don't live with her now. Donna works as a school teacher.

Joy is 31 years old. She is married and has four children. She doesn't have an outside job. She works at home. She prepares the food, cleans the house, washes the clothes and takes care of the children. Her husband works in an office. He decides how and where the family will spend their money. Joy accepts this idea and enjoys working at home.

Karen is 45 years old. She has never been married. She has no children. She is a medical doctor and works at a local hospital. She lives alone in a small apartment. She doesn't have time to cook so she usually eats in restaurants. A maid comes to clean her apartment and wash her clothes.

Marian is 30 years old. She is not married. She lives with a man. They live in a rented house. They don't have any children. Marian is a professional tennis player. She makes a lot of money--more money than her boyfriend. She travels often to different cities and countries.

Rose is 33 years old. She was married but her husband left home because he could not keep a job. She has six children and receives public assistance. She has a small apartment in a poor and unsafe part of town.

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* Everything In Sight. Ligon, Fred. Bangkok, Thailand: The Experiment in International Living, 1985.

Appendix: 4

Lifestyles: Men In the U.S.*

Situations: Jim lives with his friend, Bob. Jim is an auto mechanic and he works six days a week. He doesn't have much time to cook, so he usually meets a few friends in the evening and they go out for dinner. Sometimes they cook a simple meal together. Jim is 37 years old and single. He likes to go swimming or fishing on his day off.

Bill is 25 years old. He studies electronics at a vocational training school during the day. He works as a waiter at night. He was married for three years and has 2 children. Now, he is divorced. The children live with him. They go to school during the day, and stay at a neighbor's house until he comes home each evening. Bill hopes to finish school soon, get a better job and have free evenings to be with his children.

Dan is 32 years old. He is married and has one child. He and his wife both work. The child goes to a day care center from 7:30 A.M. to 4:00 P.M. every day. Dan is a school teacher and his wife is a dentist. They have been married for 7 years. On the weekends, they usually go to visit the child's grandparents.

Jose is 28 years old. He has been a bank teller for three years. He lives alone in a studio apartment. He often eats at restaurants because he doesn't know how to cook. Sometimes his girlfriend cooks dinner for him at his home.

Ted is 43 years old. He is working part-time as a busboy at night. During the day he likes to read magazines and watch T.V. He is married and has seven children. He plans to have a full-time job in the future. His wife stays home, cleans the house and watches the children.

Sammy is a musician. He is 32 years old. He sings and plays guitar in restaurants and bars. He lives with his girlfriend in a small house. They like to go to movies on Sammy's night off.

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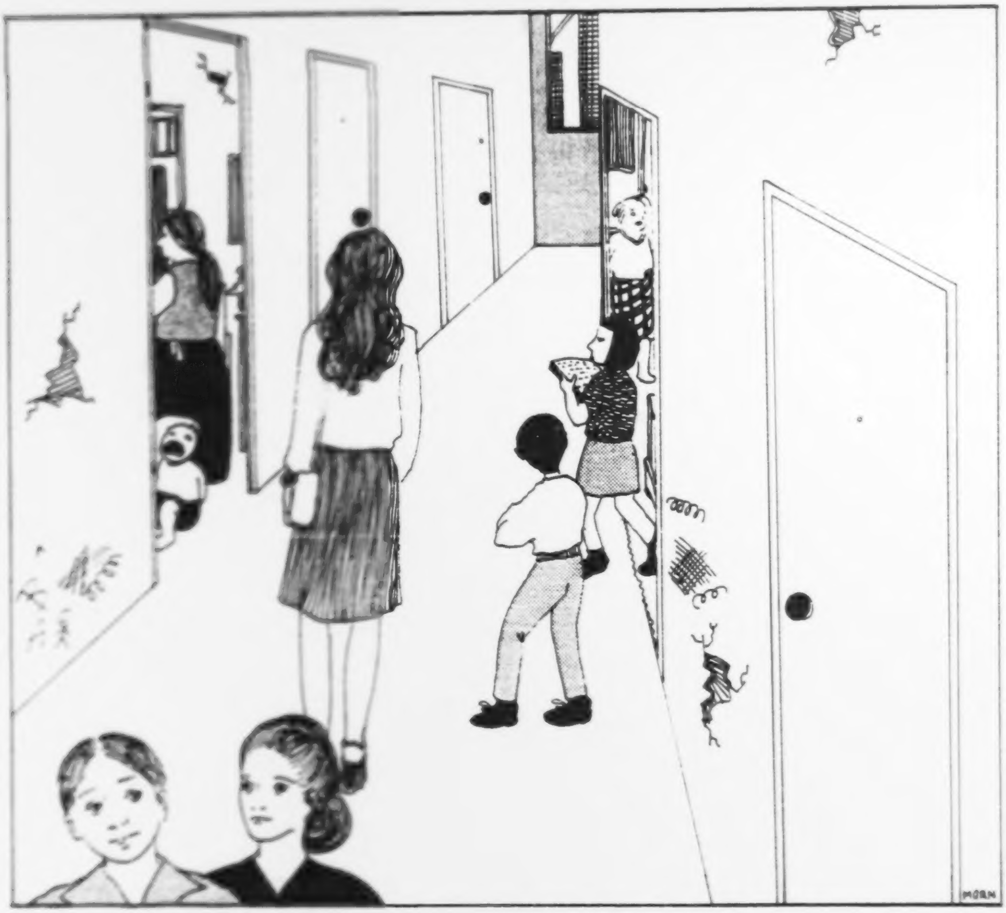
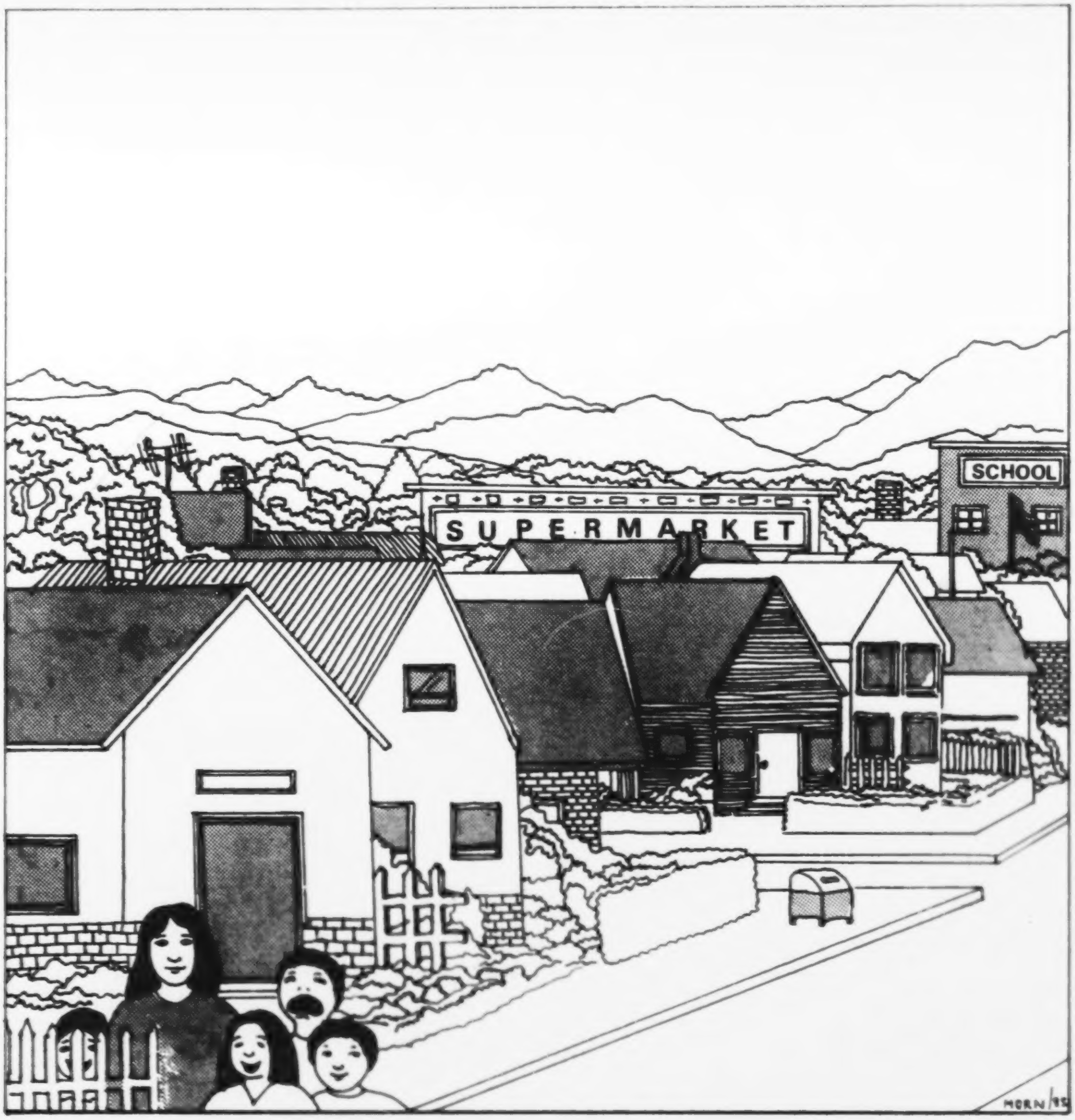
* Everything In Sight. Ligon, Fred. Bangkok, Thailand: The Experiment in International Living, 1985.

Appendix: 4



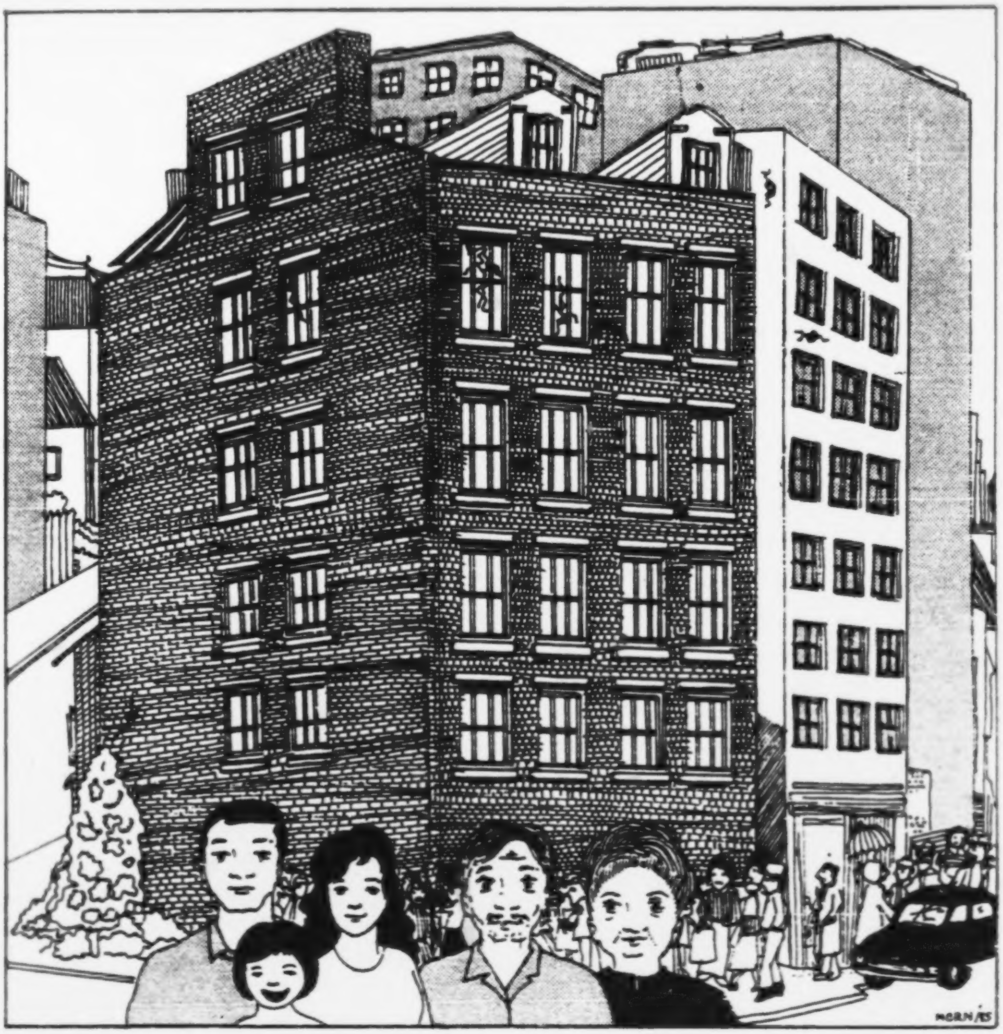
Mr. and Mrs. T. came to the U.S. six months ago as refugees. They settled in a large city in southern California living in an apartment building with many other refugees. Their cousins sponsored them and live in the same building. Some of the people in the apartment building have jobs; others go to school or stay home. There are many children running around the hallways so the doors are always opening and closing. The T. family knows other refugees from their ethnic group. They don't know any others. And, they don't know people in the buildings nearby. The T's are busy going to work or school during the day and in the evening so they don't socialize much with their neighbors.

* When would the T's see their neighbors?
* Which ones do they know? Why?
* If they had children, would they know more people? Why?
* Do you think they received help from their neighbors when they first arrived?
* How would their relationships with their neighbors be if they hadn't moved near their cousins?



J and her four children live in a small house in a quiet section of a medium-sized town in the Mid West. The houses in this neighborhood are all small, and they are built close together. There is a supermarket and a school two blocks away. J works at home watching her neighbor's two children every morning. She doesn't have a car. There are no refugee families in the neighborhood.

* Do you think J knows many of her neighbors?
  Why or why not?
* How does J get to the supermarket?
* How do the children get to school?



D, her parents, her husband E and their daughter live in a 2 bedroom apartment in a neighborhood with many apartment buildings. E goes to work every day. D stays home to take care of her daughter and her parents. There are a few refugee families in her apartment building. D walks to the local market (owned by refugees from her country) when the weather is nice. During the winter time, she stays inside all day and E does the food shopping on the way home from work. E attends ESL classes in the evening.

- * How often might D see her neighbors?
- * How often might she meet people at the local market?
- * How often might E see his neighbors?

LETTERS FROM REFUGEES

NEIGHBORS

a. "During one leisurely afternoon, if you take a walk along rows of residential buildings, you'll feel lonesome as if you were in a deserted place because you'll see that all the doors are closed. Still inside, there must be a noisy, bustling household which is quite apart from the world outside and cannot be intruded upon."

Vietnamese man (San Jose, California).

b. "The American lifestyle is different from ours. Here no one knows anyone else. Americans live separately. I lived here about three months before I knew who my neighbor was. The weather is cold, so everybody stays inside their houses with closed doors. The windows are made of glass, but there are curtains inside so you cannot see anything inside from outside. When you want to go somewhere you just get in the car and drive, so you see only cars on the streets. Nobody walks to go shopping."

Vietnamese woman (Santa Ana, California).

c. "You cannot imagine the American life: every house closed its doors completely into silence; there is no one outside. Although there are many residents along the street you can listen to the sound of your own footsteps when walking."

Vietnamese man (San Diego, California).

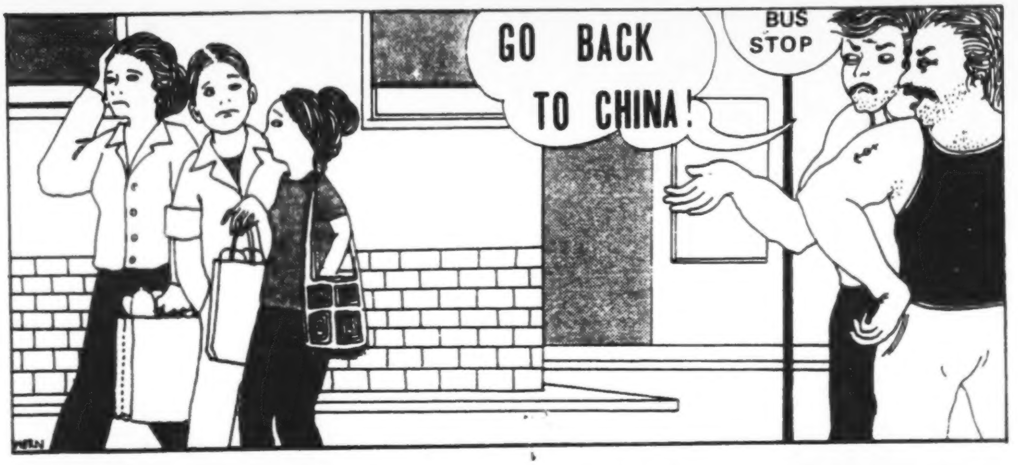
d. "My neighbors never talk to me even a word, since I've been here four months."

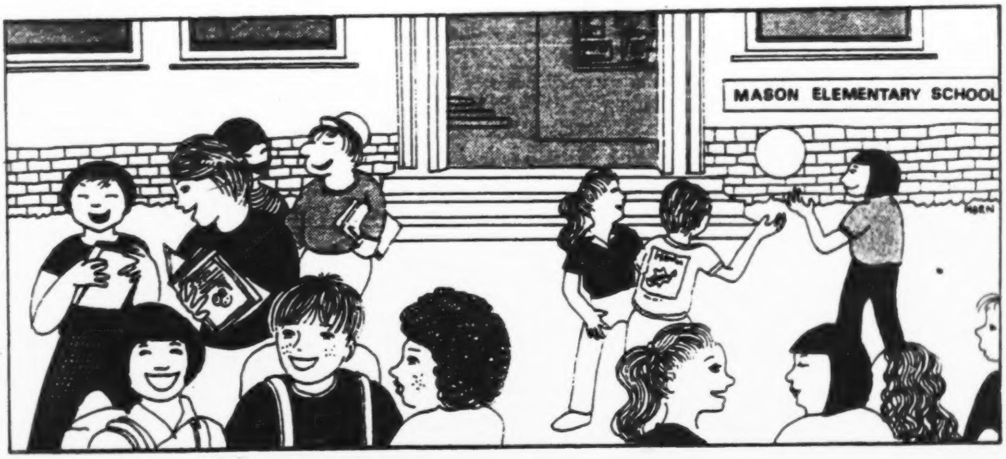
Khmer man (Beaverton, Oregon).

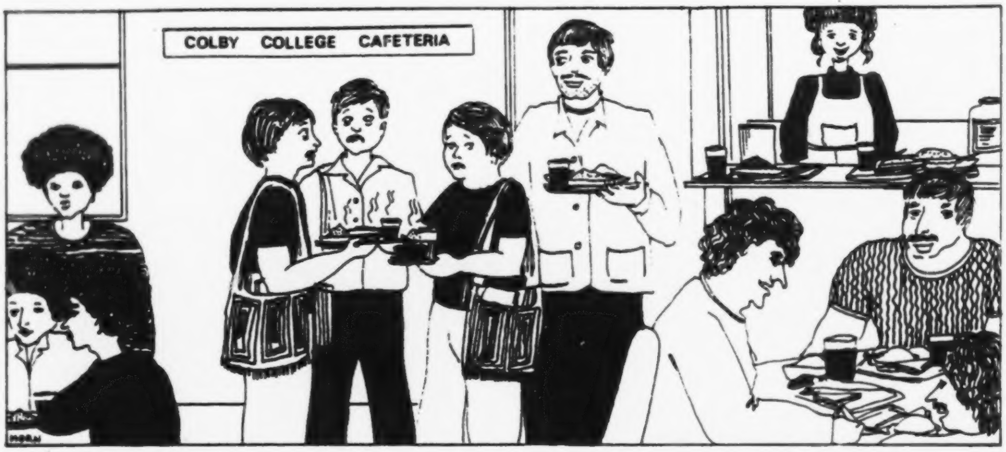
e. "I can find no signs that the American people dislike the refugees. To tell you the truth, they always like and love us so much. They help us all the way, too.....The United States is a great country in the world. It has many large states and every state is larger than our homeland. America has many large cities, large crowds and a lot of cars. At night in the cities it looks the same as it does in the daytime..."

Khmer man (Lawton, Virginia).

Appendix: 4


GO BACK TO CHINA!
BUS STOP
HORN


MASON ELEMENTARY SCHOOL
HORN


COLBY COLLEGE CAFETERIA
HORN

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